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ABSTRACT

The Japan Association for Language Teaching (JALT) is a professional organization dedicated to the improvement of language learning and teaching in Japan, and this monthly magazine, containing articles and announcements, is a vehicle for promoting the exchange of new ideas and techniques in the field of language teaching. In addition to articles about educational innovations, opinions, and perspectives, regular departments include book reviews, JALT news, special interest group news, chapter meetings and reports, conference announcements, job postings, and advertiser information. References typically appear at the end of each article. (KFT)

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The Language Teacher, 2000

Malcolm Swanson, Editor

Volume 24, Numbers 1-12

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The Language Teacher

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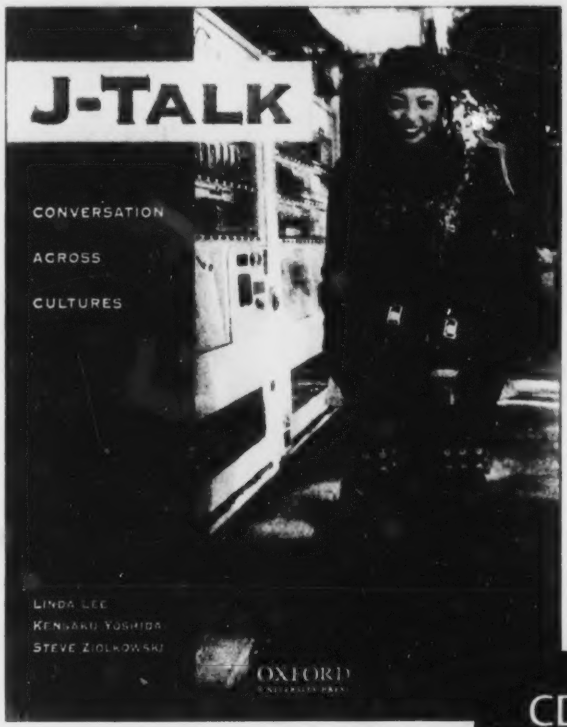
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The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in The Language Teacher. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行27字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

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English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Malcolm Swanson.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

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Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

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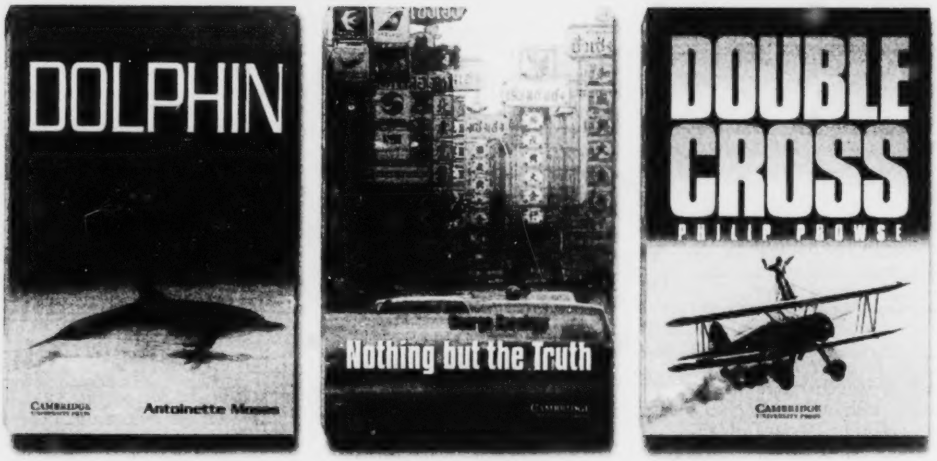
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Assistant Editor — *Paul Lewis*
602 New Urban Issha, 2-34 Issha, Meito-ku, Nagoya 463-0093; t/f: 052-709-1307 (h); pndl@gol.com

TLT Online Editor — *Bob Gettings*
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日本語: mariko@cs.kasei.ac.jp

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Book Reviews — *Katharine Isbell & Oda Masaki*
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SIG Reports — *Robert Long*
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Chapter Reports — *Diane Pelyk & Nagano Yoshiko*
Diane Pelyk: Fukumaru Bldg. 10B, 4-2-30 Masaki Naka-ku, Nagoya 460-0024; t/f: 052-671-8232
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English: dmp@gol.com

Chapter Meetings — *Tom Merner*
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JALT News — *Thom Simmons & Sugino Toshiko*
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Bulletin Board — *David Dycus & Saito Makiko*
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Production:

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Design & Layout — *The Word Works*
t: 045-314-9324; f: 045-316-4409; tww@gol.com
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JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; jalt@gol.com

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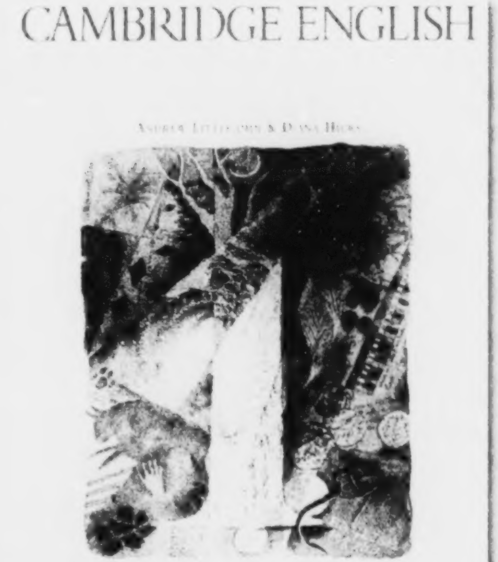

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Why Doesn't TLT *Meet the Needs of Independent and Commercial Instructors?*

Charles Harper, *Proprietor, Mr. Micawber's English Emporium*

I have been meaning to write for awhile, but had not done so because I felt that I was among too small a minority; the July issue's "Chapter in Your Life" column suggests that I may not be. I am another who is about to let his membership lapse. I have been a freelance ESL teacher in Japan for nine years. At the beginning, in 1990, I was frightfully insecure in a new career, in a new culture. My discovery of *The Language Teacher* was a blessing. It gave me a meaningful perspective on what I was trying to do: it gave me some language theory, it gave me practical teaching activities, and more importantly, it guided me to further resources and to further education. I now consider myself a professional; I am accredited; I teach in companies, language schools, jukus, and at home; and I am grateful to JALT for helping me get started.

The Language Teacher is still my sole contact with the profession; like many others, I think, I am physically and functionally isolated in my community and in my workplace from fellow practitioners. So I rely (more than I should, perhaps) upon *TLT* to satisfy all my needs. Today, however, there is little in it that satisfies, and no longer do I cut out and save items from it. Have I outgrown *TLT*? I certainly shouldn't have: the organ of a professional association should cater to all major sectors of its membership, two of which are certainly neophytes and veterans. Why then do I no longer find articles apropos? I think because its focus has shifted away from the mass of teachers out here (that is, members, ex-members and potential members) and onto the lamentable, interminable woes of the secondary/tertiary instructor. I admit that that is precisely the vocation of most of *TLT*'s current contributors (and of its staff—who else has the free time!?). But I then remind you that those are also the ones who wish dearly to publish—anything at all—ere they perish. I believe that *TLT*'s primary function should be neither that of convenient place to publish nor of forum to flog political issues.

I would further like to remind our editors that quality should be of some concern; that quality is insight, and not something that can be measured simply by the number of footnotes or length of bibliography. If that quality is not forthcoming at an adequate rate, then I do not need to receive an issue each month; a quarterly would be fine if it were a quality quarterly. Like most teachers of English in Japan, I am working with no benefit package, pension plan, valid contract or tenure, and I am not asking JALT to help get me those things. What I want is logistical support for the teaching process.

There are other things I would like to see in JALT, that would ensure my loyalty. Why is there no interest group for corporate and commercial instructors? (Lest you challenge me to start one, I retort that there has been no information on the starting process included in the "Of National Significance" [recently, "SIG News"—ed.] column for as long as I've been looking for it.)

I have another complaint to the organization as a whole. Why was my address sold to 0061? Why cannot you selectively give out our addresses to firms directly concerned in our profession? We are not the Book-of-the-Month Club with its hundreds of thousands of members; if you cannot be very selective, you are not serving your relatively clearly circumscribed membership. I do want to hear from publishers and presenters; I do not wish to hear—intrusively and repeatedly—from long distance phone companies or any other businesses not directly related to our professional interests. I look forward to your addressing these issues.

The editors reply:

We thank Charles Harper for his thoughtful points and welcome the opportunity to address at some length issues that no doubt concern many members besides him and ourselves. We hope that such a concerned and articulate member will reconsider his decision to leave, and instead, explore some of the other opportunities JALT offers for professional contact and support.

To deal with the questions most peripheral to *TLT* first . . . We consulted JALT Business Manager David Neill, who kindly clarified a few points about commercial use of JALT mailing lists: To forgo *all* bulk mail from JALT list users, members can so request on the *furikae* form when joining or renewing. When we asked him about possible dual lists, one supplied to Associate Members only, for those who would like to receive only education-related mailings, the other to Commercial Members as well, Neill pointed out that there are currently only three Commercial Members: two financial services, Banner and Magellan, who make little direct contact with members; and IDC (i.e. 0061). Of all Associate and Commercial Members, only IDC has received members' telephone numbers (once in 1996, and once in 1999), with the strict proviso that they be used once, for one purpose only: a telephone survey of members about JALT96 and

JALT99 attendance, performed gratis, in return for a short commercial plug at the end of each call. Neill reminded us that there are many mail and phone lists—of foreigners, of teachers, of credit-card users, and so forth—circulating through Japan, compiled from various sources, jealously guarded and vigorously sought. (We have found that the surest way to be contacted by *all* such telephone services is to sign up with *one* of them.) Consequently, even repeated calls to members from IDC would not prove their abuse of the agreement. He also noted that members can request that the JALT Central Office not give out their phone numbers. The facts that *The Language Teacher* runs ads for IDC and that members are annoyed by frequent calls from teleservice companies are not necessarily related.

In regards to article quality, Harper's editorial viewpoint is not all that different from our own. We'd like to put before readers and prospective authors a couple of excerpts from a discussion paper we circulated among the Editorial Advisory Board members last spring:

> We teach all different kinds of students in all different situations and recognize the limits of repeatability and generality these circumstances impose, taking the more self-assured studies less seriously than they take themselves. On the other hand, as Chomsky remarked somewhere, the hallmark of science is not empiricism but insight, and we try to recognize it in any form it may take. . . .
>
> Publication in our field resembles a monumental edifice less than a conversation. . . . Voices join and leave, ideas are introduced and dropped, but the conversation is one—continuous and self-conscious. . . . Its rules are simply "be polite, be interesting, and tell the truth." From these three all else follows: Know your audience; don't tell them what they already know; don't pass off others' ideas as your own; don't speak up if you don't know what you are talking about. Use technical language only to clarify, never to show off. Write as a person to other people, not a committee to another committee. . . .
>
> Since *TLT* is the broadest element of JALT, it is especially important that voices be heard here that cannot be heard elsewhere—not only for their benefit, but for our readers. Moreover, it is the members without resources, without experience, without prestigious positions, without a large circle of colleagues, without influence in JALT, who have the most need of *TLT* and the least say in what appears in it. Many of us can remember what it was like when *TLT* was all there was, and how much we depended on it. These colleagues feel that way now.

Since July, 1999, when the first articles chosen by this editorial team appeared, we have tried to publish articles based on teachers' practical experiences. We have been especially pleased to publish a large number of articles about students views of the classroom experience, since as teachers we rarely hear them enough. While it is true that few of these articles have the commercial school as their milieu, we feel that teachers have much to learn from each other, whether or not we share occupational categories. For example, few of us teach blind students, but as John Herbert observed in "Led by the Blind" *(TLT 23, 8)*, what he had to learn to teach a blind student effectively *made him a better teacher of all students*. We would like to have more articles from teachers of children, for example, not only for the sake of readers who teach children, but because of the special insights they can offer all of us, due to their unique perspectives.

The lack of articles specifically by and for commercial language teachers troubles and puzzles us as well, as we expect there would be great interest among the membership. Moreover, such teachers must continually prove their own and their techniques' effectiveness in the market, so we would expect contributions of high quality from them. Perhaps the reason is the same as that for the absence of commercially oriented SIGs. We have frequently asked our colleagues in the commercial field for articles, reports or commercial language school conferences, and so on, with little success. No doubt we could do better, but lacking money or space to publish all the worthwhile articles we *do* receive, under continual pressure to shorten issues, we are no longer able to solicit extra material, however worthwhile—for example, to ask a successful commercial entrepreneur to write a series on creating and sustaining a small teaching enterprise—much as we would like to. (Since Harper's letter was received, we have been able to publish articles on commercial schools in the Teacher Development and Action Research special issues. We also recommend the account of an interesting and unique commercial approach in this month's Educational Innovations column.)

In one sense, however, Harper's main point is uncontestable: Whatever satisfaction we take in providing our readers with the best work our contributors send us, we can't reply, "On the contrary, *TLT does* meet your needs." In fact, we do not expect *TLT* to satisfy all of *anyone's* needs as "sole contact with the profession." Indeed, half of TLT every month is devoted to *other* contacts with the profession, inside and outside of JALT: chapters, sigs, conferences, associate organizations events, book fairs, job information, and on and on. (In passing, since this information is timely and arrives on short notice, a quarterly *TLT* would be worthless, even if we did agree that article quality mandated one.) To paraphrase Kipling,

> What can they know of *TLT*,
> Who *TLT* only know?

This brings us to Harper's thwarted interest in a SIG for corporate and commercial instructors. The rel-

Reader's View, cont'd on p. 31.

Enhancing Teacher Development: What Administrators Can Do

Tim Murphey, ***Nanzan University***
Kazuyoshi Sato, ***The University of Queensland***

In this article, we presuppose that administrators, teachers, and learners have several things in common: they are all learners, they don't ever completely know how to go about their jobs, and they can learn from each other. While they are similar in these respects, we also find it useful to realize the extent of their responsibility and the power they have to create learning opportunities for each other. While it is generally agreed that learners (at all levels) have to do most of the work when learning, there are certain structures (top-down) and certain ways of organizing education that will help or hold back these endeavors. That is the bet of education. Unfortunately, we sometimes lose this bet, and people find they learn and grow more easily outside of school than in.

Teacher development (TD) is greatly influenced by the organizational decisions administrators routinely make, which in turn determines how much students will learn. Recent research suggests that the administrator's part in TD is crucial, as it helps to construct the social, political, emotional, and intellectual working environment for teachers. What teachers do within these contexts, however, largely depends upon their initiatives to take action and use the opportunities offered to them. While neither party alone can completely make or break the efforts of the other, they can make great strides when they work together.

(In a sense, of course, all teachers are administrators to some degree. In our own small ways, whether it be directing a school, a teacher education program, a small group of teachers, our own classes or simply contributing our voice in a faculty meeting, we administer.)

We learn continually to administer and manage from role models around us. Moreover, we too,are role models for others, and what we do may impact generations. Thus TD is administrator development as well. Or put another way, we can't do one without the other: like a car pool, one person may be driving at a particular time, but all have to communicate to reach their respective goals.

With reference to the new kinds of learning that are informing the field, Lieberman (1995) summarizes the limitations of traditional approaches to teacher development which shape administrative decisions. She lists the following concerns:

- Teachers' professional development has been limited by lack of knowledge about how teachers learn.
- Teachers' definitions of the problems of practice have often been ignored.
- The agenda for reform involves teachers in practices that have not been part of the accepted view of teachers' professional learning.
- Teaching has been described as a set of technical skills, leaving little room for invention and the building of craft knowledge.
- Professional development opportunities have often ignored the critical importance of the context within which teachers work.
- Strategies for change have often not considered the importance of support mechanisms and the necessity of learning over time.
- Time and the necessary mechanisms for inventing, as well as consuming, new knowledge have often been absent from schools.
- The move from "direct teaching" to facilitating "in-school learning" is connected to longer-term strategies aimed not only at changing teaching practice, but at changing the school culture as well. (pp. 595-596)

These concerns highlight a need for a paradigm shift in education. We do not anticipate agreement on all these points; however, discussion alone will go a long way toward clarifying goals and encouraging flexibility and, hopefully, collaboration. We believe administrators can have an especially beneficial impact upon teacher development when they (a) update theories and metaphors of learning, (b) clarify and verbalize mission, vision and beliefs, (c) act coherently with flexibility and respect, (d) encourage a community of learners, and (5) create structures that allow excellence to emerge and highlight the excellence.

Update theories/metaphors of learning: switching from transmission to construction

Recently, Freeman and Johnson (1998) argue for a reconstruction of the knowledge base of teacher edu-

教師教育のために、アドミニストレーターは(a)学習の理論と学習が示唆することについて最新の情報を得、(b)役割、ビジョン、信念を明言し、(c)柔軟でかつ敬意を持ちながら、一貫した行動をとり、(d)学習者のコミュニティーを励まし、(e)相互の敬意、開かれたコミュニケーション、挑戦したり失敗したりすることに対する許容、教師の声を真摯に聞くこと、実験と改良など、長所を引き出す環境を作り出すことが必要である。相互の援助的な関係は、教師だけではなく管理者をも消耗させる最も大きな原因となるであろう「孤立感」を減少させることができるだろう。

cation, accounting for the teacher as learner, for the social context, and for the activities of both teaching and learning. This is in stark contrast to the old *transmission* metaphor in which university theorists do research, create theory, and then tell teachers how learning happens and how teaching should be done (and in which teachers simply "tell" information to students and test their learning). Instead, those at the forefront of educational change advocate a *constructivist* paradigm (Barfield, 1995) in which teachers are seen as constructing their own knowledge of teaching through their own "apprenticeship of observation" (Lortie, 1975). Their apprenticeship consists of their past experiences as students observing their teachers and their own experiences teaching.

In this new metaphor, speakers do not simply transmit information from their brains to ours; rather we perceive the information in our own way and construct our own understanding of it using our past experiences. In fact, the more ways that we can experience this information the better we are able to construct a robust representation of it in our own minds, using our past knowledge (cf. schema theory, multiple intelligences, modalities of learning).

So for example, in drivers' education students may read materials and listen to lectures, but they also might see videos, drive in simulators, and then drive in safe zones before venturing out on the highway with a teacher. Learning gradually and through many different modalities obviously enriches and speeds up the learning much more than uni-dimensional "telling about" could ever hope to. Most school learning can afford to be inefficient because failing to learn there is not immediately life-threatening (as in driving), it is merely life-stagnating.

The most robust representation that teachers have of teaching is usually what happens in their own classes and in their own contexts, mainly because they are the ones who are acting multi-modally (speaking, writing, moving, acting, planning, etc.). Theory and methods that do not take teachers own experiences of teaching into consideration have little chance of changing what they are doing.

When administrators realize that teachers don't learn to implement new information simply by being told (transmission), the need for a period of exploration and experimentation in the teachers' own classrooms becomes apparent. In discussing innovations and curriculum changes, administrators may also become aware of constraints and capacities in the specific contexts that allow or inhibit change (Sato, 1996).

Switching metaphors for education entrains several other ideas which when adopted together can lead to a more coherent shift in educational culture:

Teachers are life-long learners. Teaching is not simply learned and then done. We can, and need to continually, adapt to new classes and students, new times, and our own personal and professional developmental time-lines. This continual fine-tuning nudges us to strive for better and to keep our teaching exciting.

It is OK not to know it all. Nobody does. We aren't perfect. We never will be. Accept it. Get into the habit of adjusting and cultivating flexibility and collaborating with others.

Involve students in a search for better ways to learn and enhance their learning and our learning at the same time. Allowing students to collaborate in the effort to better educate them provides teachers and administrators with valuable information and learning which can greatly enrich the learning-lives of all. It develops student autonomy and collaborative desire. Education too often follows the "one size fits all" myth. Like some irresponsible doctors who don't examine clients, some educators simply prescribe the same treatment for everybody without a concern for past history, present beliefs and practices, and follow-up reports. Developing a community-of-learners perspective (see below) places learning at the center of the social interaction for everyone.

Clarify mission, vision, and beliefs

When administrators verbalize a mission of on-going "exploratory teaching" (Allwright, 1991) and action research in order to adapt to changing situations, teachers feel supported and dare to experiment and find improved ways to add to their repertoires. Stanovich and Jordon (1998) found that of all the variables they looked at, a school principal's expressed beliefs in certain classroom procedures was the greatest determinate of teachers' classroom behaviors. Teachers might espouse certain currently popular beliefs, such as "communicative language teaching," but their performance more often than not followed the expressed beliefs of their principal. Sato and Murphey (1998) also found that teachers espoused beliefs were not only in conflict with institutional beliefs, but that teacher behavior more often than not followed the latter.

While we strongly believe in bottom-up initiated teacher change, we also realize that without top-down changes in coherently expressed missions, visions, and beliefs, many teachers are unlikely to seriously embrace change on their own.

Act coherently with flexibility and respect.

Clarke et. al. (1998) showed how three teachers with very different methodologies could still create excellent learning environments in which students made extraordinary progress. What these three teachers had in common was typified as "coherence." They were consistent, organized and showed respect for their students. Their respect and belief in their students was transparent. Because they established certain consistent rules and routines in their classes, students and teachers felt freer to experiment and be flexible when it served their purpose.

Kleinsasser and Savignon (1992) describe two distinct types of cultures of teachers in their research. One was "routine/uncertain cultures," where teachers were uncertain about their instructional practice and thus engaged rigidly in routines. They had few conversations about instruction, and relied on traditional approaches. The other was "non-routine/certain cultures," where teachers were confident about their instruction, and their daily practices were not predictable. Teachers collaborated across departments and incorporated more communicative activities. In short, these two groups revealed the strong relationship between school contexts and teachers' practices.

Both these strands of research emphasize the importance of secure environments for exploration, in which learners and teachers are not simply implementing a method or routine, but rather using their security to dare to explore with flexibility, to establish extraordinary learning cultures.

Idealistically, whatever administrators can do to help construct a coherent, consistent framework which teachers can count on for support, without overly constraining them, will help teachers feel secure enough to experiment and use the flexibility necessary for the improvement of teaching. Perhaps one of the most important contributing elements is the development of rapport and respect between people engaged in communities of learners.

Encourage the construction of communities of learners

Rogoff (1994) clearly outlines the problems with models of purely adult-run or children-run learning situations and proposes a middle road in which all can collaborate in a community of learners. Using Lave and Wenger's (1991) concept of legitimate peripheral participation, in which new participants gradually move into widening fields of participation, Rogoff describes several contexts in which

> Learning involves the whole program in a continual process of renewal and change within continuity, as new generations come to play the roles of newcomers and old-timers in the community. . . one is never 'done' learning." (p. 220).

Far from being either authoritarian dictators or permissive teachers lacking structure, teachers within communities of learners provide structure and flexibility and allow themselves the space to learn. Rogoff's key points could very well be applied to administrators and teachers as well as adults and children:

- adults serve as leaders and facilitators rather than direct instructors,
- instruction emphasizes the process rather than just the products of learning,
- teaching builds on inherent interest in activities and responsibility for making choices,
- evaluation of student progress occurs through working with the child and observing, and
- cooperative learning occurs throughout the whole program. (p. 220)

Kleinsasser and Savignon's (1992) research showed that there were indeed communities of teachers who were able to work together securely with flexibility. Rogoff's work contributes more to a fuller description of the characteristics of such communities and provides points of departure for administrators as they replace a desire to control results with a desire to collaborate with teachers and learners and improve education together.

Create structures that allow excellence to emerge and then highlight the excellence

Within classrooms, Murphey and Woo (1998) found that when they provided ways for students to contribute more to the program, the students invested more of themselves in learning. Like employees who have stock in their employing company, students invest more in doing a good job because they understand that their actions do have an impact on the direction of the whole group. When teachers also feel they can contribute to administrative decision making, they also feel more part of a community and want to contribute even more.

Finding ways to highlight the different voices also seems crucial to developing the feeling that one is not "subject to" the administrative discourse but rather "subject of" and a shaper of this discourse (Peirce, 1995). Small-group discussions, reports, newsletters, and open email discussion lists are just a few of the ways that this can be done. With more voices and ideas available, our choices expand, and we have more flexibility in the directions we take. It is obviously crucial to acknowledge the source of these ideas and to let participants know that they are influencing administrative directions and their peers. Access forums for the elaboration and celebration of new ideas might also take the form of school mini-conferences and larger publications that publish teachers action research reports and shorter work (Murphey & Sasaki, 1998; Murphey, in press).

Darling-Hammond and McLaughlin (1995) pose a set of questions which themselves can be "interviewed" (i.e. subjected to further questions), to determine how much administrators are concerned with TD when making policy decisions. For example:

- Does the policy reduce the isolation of teachers, or does it perpetuate the experiences of working alone?
- Does the policy encourage teachers to assume the role of learner, or does it reward traditional "teacher as expert" approaches to teacher-student relations?
- Does the policy provide a rich, diverse menu of opportunities for teachers to learn, or does it focus primarily on episodic, narrow "training" activities?

- Does the policy link professional development opportunities to meaningful content and change efforts, or does it construct generic in-service occasions?
- Does the policy establish an environment of professional trust and encourage problem solving, or does it exacerbate the risks involved in serious reflection and change, and thus encourage problem hiding?
- Does the policy provide opportunities for everyone involved with schools to understand new visions of teaching and learning, or does it focus only on teachers?
- Does the policy make possible the restructuring of time, space, and scale within schools, or does it expect new forms of teaching and learning to emerge within conventional structures?
- Does the policy focus on learner-centered outcomes that give priority to learning *how* and *why*, or does it emphasize the memorization of facts and the acquisition of rote skills? (p. 604)

Were administrators to consult such a list regularly when forming policy, TD might stand a better chance of integrating itself into the routine running of schools.

Conclusion

Obviously we still don't know everything about how we can facilitate the forming of communities of learners, and much research remains to be done. However, we do know such communities exist in a variety of forms and that they are possible. We have indications of some of their ingredients: mutual respect, structures for open communication, permission to explore and fail, security that voices will be taken seriously, the encouragement of experimentation and improvement. The endemic isolation of educators is probably a major cause of burnout not only for many teachers, but for administrators as well. Forming mutually supportive collaborative relationships in the workplace can go a long way to alleviating these problems and exciting professional and personal development. Administrators are well positioned to help create, contribute to and participate in communities of learners when they choose to inform themselves and to enlist collaboration from teachers and students.

Editor's note: Due to budget constraints, this article did not appear in its intended venue, the November 1998 special issue on Teacher Development, TLT 23, (11). We wish to thank Tim Murphey for graciously agreeing to the article's appearing in a later issue.

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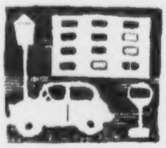

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Shyness in the Japanese EFL Class:

Why It Is a Problem, What It Is, What Causes It, and What to Do About It

Paul Doyon
Asahi Daigaku, Gifu

> *Success depends less on materials, techniques, and linguistic analyses, and more on what goes on inside and between people in the classroom.*
> —Earl Stevick, *A Way and Ways*

When I ask my Japanese students to raise their hands if they think they are shy, almost all the hands in the class go up—all but about two or three in a class of thirty. Unfortunately, many of us teachers may either ignore it, not know what to do about it, or even actually exacerbate the problem.

Why is Shyness a Problem?

In a language conversation class, teachers for the most part agree, in order for students to make gains in the spoken language, they need to actually communicate in the target language. Unfortunately, in many conversation classes, students are reluctant to speak out. In researching Western language teachers in Japan, Fred Anderson (1993) found that the following traits troubled the teachers most: Their Japanese students (a) rarely initiated discussion, (b) avoided bringing up new topics, (c) didn't challenge the instructor, (d) seldom asked questions for clarification, and (e) didn't volunteer answers. He goes on to state that

> they seldom volunteer answers, a trait that many Western instructors find extremely frustrating. Most Japanese will only talk if specifically called upon, and only then if there is a clear-cut answer. But even if the answer is obvious, it may be preceded by a pause so long that the instructor is tempted to supply the answer first. This type of pause— or even a true silence—does not necessarily signify an unwillingness to comply, but may simply indicate that the student is too nervous to respond, or too uncertain of the answer to risk public embarrassment. (p. 102)

Many articles in *The Language Teacher* and the *JALT Journal* address Japanese students' shyness or unwillingness to speak. (See, for example, C. Williams (1994), Miller (1995), Nimmannit (1998), and Mayer (1999)).

Craig Williams (1994) connects *student reticence* to Japan's educational system, which as he notes

> has often been cited as a reason for a student's inhibition about speaking during class activities. Traditionally the technique employed in most classrooms is of a lecture style, where the teacher remains standing behind a desk at the front of the class and the students receive information as the teacher lectures. Little input is ever solicited from the students, and it is instilled that a classroom is a place where one listens and learns but does not speak. (p. 10)

The evidence that "Shyness" is a "problem" is not limited to the anecdotal and impressionistic folk wisdom of expatriate teachers. According to Philip Zimbardo (1977), a psychology professor at Stanford University who has done extensive research with regards to shyness,

> Our studies show that shyness is more prevalent in Japan and Taiwan than in any other culture we surveyed. Among the Japanese, 57 percent reported being currently shy, as compared to 53 percent of the Taiwanese. For three-fourths of the Japanese, shyness is viewed as a "problem," over 90 percent report having labeled themselves as shy in the past or currently, and, more than any other nationality, the Japanese report feeling shy in virtually all social situations. . . . [Although] more Japanese subjects than any other group reported that they like being shy and extolled its positive consequences. . . this twenty percent of the population is, nevertheless, in the minority. (pp. 212-213)

My own classroom research supports this conclusion (Doyon, 1996). In a survey, when I asked my students, "Do you think shyness is a positive or negative quality?" *25* students said it was a negative quality, *11* said that it could be both negative and positive, but *none* of the students said that is was purely a positive quality (p. 18).

Zimbardo (1977) states that "shyness can be a mental handicap as crippling as the most severe of physical handicaps and its consequences can be devastating" (p. 12). Kumiko Nakamiya (1993), in her highly personal paper describes the same sentiments with regards to herself:

> When people speak to her, she sometimes feels that they are not talking to her, but to a person

心理学的にも、第二言語教授理論でも、そして教師、日本人学習者においても、シャイネスが一般にL2の有効な学習と彼らの自己達成へ障壁であることに意見が一致するであろう。本稿では、様々なシャイネスについて概観し、社会の構成要素を記述し、教師のために、シャイネスをなくし、より早い第二言語習得が進むような役割、関係、環境を創造する方法を提言する。

> who is one of the *handicapped* people (non-natives). It is difficult for people to see her as she is, because her *handicap* (second language & quietness) is so visible to them. . . . Therefore, she who is handicapped also begins to be unable to see her true self who has potential. [italics added] (p.11)

As teachers who respect and care about our students as individuals and hope to honor their choices of learning and social styles, some of us may be reluctant to address this issue of shyness, and hence, not attempt to mediate in helping those students overcome the feelings and behavior that constitute what is titled as "shyness." And indeed, well-intentioned but misguided approaches to shyness can exacerbate the students' suffering, as we shall see.

Nevertheless, in foreign and second language learning and teaching, shyness does pose problems for both teachers and students. If our students wish to interact with foreigners, travel to foreign countries, and in general live productive lives reaching their full potentials, it is in their best interests to overcome these feelings; and by addressing this issue, teachers can start to play active roles in helping their students.

The fact of the matter is that most shy people don't like being shy and actually do feel handicapped by it.

A Closer Look at Shyness in the Classroom

Zimbardo (1981) defines *shyness* in depth as

> a mental attitude that predisposes people to be extremely concerned about the social *evaluation* [italics added] of them by others. As such, it creates a keen sensitivity to cues of being rejected. There is a readiness to avoid people and situations that hold any potential for criticism of the shy person's appearance or conduct. It involves keeping a low profile by holding back from *initiating* [italics added] actions that might call attention to one's self. (p. 9)

In *A Way and Ways* (1980), Earl Stevick strikingly employs the same terms of *evaluation* and *initiative* in describing the *alienation* felt by students in many EFL classrooms:

> But the teacher's own urge to become "an object of primacy in a world of meaningful action" can lead her to carry any of these five legitimate functions to undesirable excess. Cognitive primacy may become an assertion of infallibility; the responsibility for structuring time may lead to a demand of omnipotence, and also to excessive defining of goals. Together, they are the principle ingredients of the *evaluative* manner that is so effective in stifling the *initiative* of students. [italics added] (p. 21)

Combining these viewpoints shows us the teacher's power to either evoke or allay these feelings in her students.

Many Shades of Blue

For everybody who has ever felt shy or believes that they are shy, the feelings of shyness and the situations that elicit these feelings are a little different. One of my students wrote the following:

> Most Japanese think themself shy. So do I. But I think that feeling or thinking shy is different in each person. And it is even more so if the country is different.

While the reasons for shyness are highly complex and individual, there are common threads to what induces it.

Zimbardo (1981, p.15) distinguishes a number of different kinds of shy people in his research: *chronic, true-blue, situational, introverted,* and *extroverted shy people.*

Of those who feel chronically shy (in most situations), *true-blue shy people* will feel shy in all situations and with all people. Other people will feel shy depending on the situation. *Introverted shy people* appear obviously shy to other people, and will usually prefer to shun the company of others.

Extroverted shy people, on the other hand, usually do not appear shy to others and usually do enjoy the company of others. Yet, they do not feel as others perceive them. One student I interviewed, who always appeared very outgoing in class, put it this way:

> *So you think you are shy and you have always been this way?*
> —Yes.
>
> *In the classroom you didn't appear to me as being shy. But you believe yourself to be this way?*
> —Yes.
>
> *Compared to everyone else you think you're shyer?*
> —Yes.
>
> *Why do you think so?*
> —Because I don't have confidence. When I stand in front of everybody my heart is beating like crazy.
>
> *How about in everyday life?*
> —Well, being called to this interview has made me feel nervous.

Whether one feels shy in many or few situations, the label one gives oneself and the reasons one attributes to the feeling are essential distinctions.

What Causes Shyness?

How many times have you heard yourself or others implore students with the phrase, "Don't be shy!"? Yet this is easier for the teacher to say than for the student to do, because shy people do not feel in control of these feelings. Zimbardo (1977) likens the extremely shy person to having two mentalities in one head—that of the *guard* and his *prisoner.*

> In the classroom, there are students who know the answer and want to make a good impression on the teacher, but something keep their hands down and stifles their voices. They are inhibited from acting because of inner commands from the guard-self: "You'll look ridiculous; people will laugh at you; this is not the place to do that;. . . you'll be safe only if you are seen and not heard." And the prisoner-within decides not to risk the dangerous freedom of a spontaneous life and meekly complies. (pp. 2-3)

What seems to happen—for most starting early in childhood—is that the approval that one desires from parents at first, then teachers, and eventually peers, is given sparingly, if at all, and is contingent on behaving in a specified manner. The result is hesitance in one's actions for fear of disapproval from those important others. I recall a student in a course I was taking who told his classmates that after he brought home a report card with all A's and one B, his father threw it across the room and admonished his son to never bring home a report card with a B on it again. Zimbardo (1977) goes on to state that

> we find children are made to feel that their worth and the love they desire from adults is contingent on their performance. They have to prove they are deserving in a world where success is modestly taken for granted and rewards are given sparingly, where failures are magnified in the spotlight of shame. Children of shyness-generating societies are often not encouraged to express their ideas or feelings openly, nor given adequate opportunity to interact with adults or play freely with their peers. (pp. 220-221)

Zimbardo (1981) believes that shyness is explicitly and ultimately caused by a combination of low self-worth, labeling, and shame. Stevick discusses what he calls the *Evaluational Paradigm* in the classroom:

> Most traditional classroom activity, in any culture that I know anything about, follows the Evaluational Paradigm, which consists of variations on a single formula. In this formula, the teacher says to the student—cynically or warmly, threateningly or reassuringly—*"Now try to do this so I can tell you how well you did,"* Mistakes are pointed out—harshly or gently, immediately or after some delay—and the students response to the task is evaluated. The student generally comes away feeling that he himself has been evaluated—positively or negatively—along with his product. We may be offering the student a "world of meaningful action," but by our evaluation we deny his primacy in it. If our evaluation is negative, we also cast doubt on his adequacy within that world. (p. 23)

Teachers therefore hold the potential to either alleviate or to intensify the feelings of shyness in their students. Adopting the role of evaluator is most likely to accomplish the latter. To achieve the former, we may need to adopt a position of what Carl Rogers (1969) calls "unconditional positive regard." What this means for me is that the "being" of one accepts the "being" of another in a positive manner and without judgment—unconditionally; and this, while perhaps difficult to achieve 100% of the time, it is something we teachers should try to aim for (not just in the classroom, but also in our lives as well).

In Japanese Society

As Stevick and Zimbardo point out, and as we all can perhaps recall from our own schooling, shyness is endemic to the evaluational paradigm, a paradigm which is found throughout the world. Teachers in a specific culture, especially those new to it, should keep in mind the elements of that culture which contribute to shyness.

Interactional domains. Takie Sugiyama Lebra (1976) has demarcated three domains which account for different kinds of behavior in Japanese people: the *ritual, intimate,* and *anomic.*

The *ritual* domain is characterized by formalities, conventional rules, manners, and etiquette, and highly *guarded* behavior. These stem from the high value a participant places on the approval of those who partake in or observe the interaction. Reticence is a natural form of defensive behavior employed in this domain to protect the participant from making any errors which might incur an unfavorable opinion. A conventional classroom situation, especially in interactions between teachers and their students, is a familiar and illustrative example.

On the other hand, behavior in the *intimate* domain, for example, among family, friends, and coworkers, is characterized by a "communication of unity" and "display of spontaneity": The participants have created an emotional bond allowing them to relax and to act spontaneously due to their knowledge that the other participants won't find their behavior objectionable.

Behavior in the *anomic* domain is characterized by both social distance and a lack of concern for the opinion of others. There is no need for formalities and no desire for intimacy. People driving cars or riding the subway can be said to be operating in the anomic domain.

Control and initiative. Japanese society has tended to be highly controlled and regimented, and within the educational system this control and regimentation starts early in kindergarten and continues throughout high school. Stevick talks about how the teacher's overuse or misuse of control can stifle the student's initiative:

> What so often happens, of course, is that the teacher, in the name of "exercising control," also

> monopolizes initiative, telling the student which line of the drill to produce, which question to ask (or how to answer it), whom to talk with, or so on. (p. 20)

What he is saying here is not that a teacher should relinquish all control in the classroom, but that a teacher should allow students to make choices and decisions about their own learning, and hence, their own lives. I don't think that we have seen too much of that in the Japanese educational system or in Japanese society in general—although this is starting to change.

Amae. Another highly plausible contributer to shyness in Japanese society is the Japanese characteristic of *amae*, which Takeo Doi popularized in his book *The Anatomy of Dependence* (1971). In the introduction to the book, John Bester states the following:

> The Japanese term *amae* refers, initially, to the feelings that all normal infants at the breast harbor toward the mother—dependence, the desire to be passively loved, the unwillingness to be separated from the warm mother-child circle and cast into a world of objective "reality." (p. 7)

The related verb *amaeru* is often rendered in English as "behave like a spoilt child" or "to take advantage of [another's kindness]; presume upon [another's kindness]." This behavior is said to be caused by an "overindulgence" in childhood producing a passive dependence in the child and later adult to those in higher positions, and this behavior is said to permeate all vertical relationships and levels in Japanese society. An outgrowth of this passive dependence is a relinquishing of responsibility. And as Zimbardo states generally, "the more you foster dependence in a child (or anyone else for that matter), the more you foster shyness" (1981, p.59).

Sempai-kohai relationships. In Japanese human relationships each person's position is delineated on a Confusionist vertical ladder: younger defers to older, woman defers to man, and student defers to teacher. These interactions pervade all aspects of the society and, naturally, elicit the guarded behavior characteristic of the ritual domain.

Uchi-soto relationships. Orthogonal to this vertical demarcation is the distinction of who is in-group who is out-group: To an extent which may surprise foreigners, Japanese people find it unnatural to make contact with or even talk to one who is not considered part of the group, unless there is specific reason to do so. Moreover, when one does actually do so, the interaction is often marked by great formality of both behavior and speech. Given this tendency, one's opportunity to feel at ease practicing certain social skills is restricted.

Shame. In the Japanese language the words for *shy* (*hazukashigariya*) and *shame* (*hazukashisa*) are almost the same. Since any act violating the expectations of those "important" others might bring on this sense of shame, then naturally the feelings of constraint will inhibit the taking of initiative.

The Way. In many aspects of Japanese culture, especially those having to do with learning or accomplishment, more emphasis is placed on the proper way of doing than on attaining a useful or practical result. The word *do* means "way" and is evident in such words as judo, kendo, aikido, *sado*, and *kado*. In these arts, one must be taught "the way" by a master. People are not encouraged to find their own way—a virtual contradiction in terms—and when faced with an unfamiliar situation, many will become immobilized, and experience feelings of shyness, or even panic, having not been shown "the way," and hence, not know how to act.

Mistakes. For many Japanese people in many situations, there seems to be an intense fear of making mistakes. Naturally, in a language class, the fear of making mistakes can be a major deterrent to conversation.

The Japanese Educational System: A One Way Street. In many respects, the Japanese educational system (at least from junior high school on up) fosters passivity in its students. Information is transferred in one direction from teacher to student.

> Japan's educational system has often been cited as a reason for a student's inhibition about speaking during class activities. Traditionally the technique employed in most classrooms is of a lecture style, where the teacher remains standing behind a desk at the front of the class and the students receive information as the teacher lectures. Little input is ever solicited from the students, and it is instilled that a classroom is a place where one listens and learns but does not speak. (C. Williams, p. 10)

In many cases, students are not active learners nor interactive learners: they do not act on what they learn nor do they interact with their peers during class. One of my students had the following to say about his education:

> It's one-way. . . It's one-way from teacher to student. Students have no place to express themselves. Due to this, it's natural that students will feel shy when they want to express themselves. . . We've been conditioned to be passive for so long that one will feel shy when [wanting to express oneself].

Another student expressed it this way:

> They teach everybody at the same time. They don't give importance to the individual—the individual character. They cut out the students that stick out.

Too Busy to Learn Social Skills. Another reason for the predominance of shyness in the Japanese culture may be the sheer busyness of its people. Children's schedules are usually very full with things like swimming lessons, piano lessons, English lessons, on top of cram school. With all this there is very little time left over to play "freely" with one's peers and develop those highly important social skills. The importance of free play has been relegated to the back seat with a predominance placed on those more "purposeful" activities.

What To Do About It

Moving Toward The Intimate Domain In The Classroom

Probably one of the most powerful things we can do to help our students is to create a classroom atmosphere which is conducive to the *intimate domain*. In calling for this approach, C. Williams states that

> in an intimate situation, a Japanese person is released from cultural or institutional restraints and free to explore the use of the target language. . . . The EFL teacher who works toward a more relaxed and intimate atmosphere in the classroom can, I believe, expect better results during free conversation exercises. (p. 11)

What specifically can the teacher do to bring about this process?

Creating Intimacy Between the Students

First of all, a teacher must look for ways to create intimacy between the students. In order to accomplish this, C. Williams suggests that teachers choose "topics that will explore each student's personal background such as childhood memories, vacations, dreams, etc." (p. 11). He also suggests (a) the changing of partners, (b) the use of pair work, and (c) the use of ice-breaking activities. By revealing personal things to each other, students create an atmosphere of intimacy. Since students will usually sit next to someone with whom they are already familiar, I like to have the students change partners from the start of a class. Since rules of communication are subconsciously defined early on in a relationship, the rule of using English is more likely to be implemented with another student with whom one is unfamiliar. Another activity which can facilitate intimacy is the use of language learning journals, where students write down their true feelings about learning the foreign language after each class, and then share these entries with other classmates. The truth is that the majority of students do want to improve their English, but often feel that they will appear foolish in front of their peers. However, when they find that their peers have the same desires and fears as they do, and are hence, in the same boat, then they are much more apt to use the target language. Another device in the classroom for creating intimacy is the use of first names, and not only between the students themselves, but also between the students and the teacher.

Removing the "Teacher's" Mask

A traditional Japanese classroom epitomizes the ritual domain, and the teacher, in light of his position on the vertical ladder, is almost certain to elicit feelings of shyness in his students. While students will more likely talk freely with their peers, they are less likely to approach their teacher, and when and if they do, their behavior is likely to be more guarded, and hence, more awkward. It is for this reason, that the teacher remove the "teacher" mask as much as possible, both inside, and even more so, outside of the classroom when interacting with students. Stevick also recommends leaving the teacher's role from time to time as one step in creating a positive interpersonal atmosphere in the classroom:

> Yet I have seen a few teachers who are able to come out from behind this Teacher mask, at least during "free conversation." They have generally been among the best language teachers I have known. They escape the teacher mask through changes in voice, posture, and facial expression. Their nonverbal behavior is the same that they might use at home in the living room. (p.28)

In moving from the "ritual" to an "intimate" situation, C. Williams also gives the following advice:

> In order to change from a ritual situation to an intimate one, intimate behavior needs to be displayed. . . [in] an intimate situation, unity and spontaneity are the two principle elements; therefore the EFL teacher wishing to effect this change should develop ways to communicate both. . . . Methods of communicating such ideas can depend largely on the individual personality of the teacher; however, tone of voice, body language, and conversational style are important tools. (p. 11)

Of course, as Stevick even recommends, in order to maintain a certain level of control, a teacher cannot always wear the Ordinary Person mask: "It is a supplement for the teacher mask, not a replacement for it, and it is, afterall, a mask" (p. 29). On the other hand, it may be even more essential with "shy" students to remove the "teacher" mask more often than not.

In response to a survey I took in one of my classes toward the end of a course I taught several years ago, many students circuitously hinted that I should do just this in order to help them overcome their feelings of shyness:

- Become friendly with us. S27
- Mix in more small talk, jokes. S44
- Actively engage us in conversation. S26
- Talk to us on a one to one basis. S31

In following up the survey with interviews, I asked S27 to explain more clearly what he meant by the statement "become friendly with us." His response was that during the lesson, I should not portray the feeling that I was "The Teacher."

Moving Away From the Evaluational Paradigm

If we hold that feelings of shyness or the fear of taking initiative stem from one's sensitivity to and concern about the evaluation of them by others, then it also becomes clear that we as teachers must move away from a climate which puts students in the spotlight of evaluation. And this goes for both positive and negative evaluation:

> Most teachers are willing to agree that negative evaluation can sometimes be harmful to the student, but I have found few who are ready to see that *positive* evaluation is almost as dangerous a tool. It seems to be the evaluative *climate*, more than the content of the evaluation, that does the damage. (Stevick, p. 23)

What students seem to really *need* and *appreciate* is a genuine interest in them as people and in what they are doing, and not an evaluation of them and their products. In a review of research carried out on *feedback*, M. Williams and Burden (1997) state the following:

> Too much praise was seen as detrimental by the learners, who preferred teacher interest in their work. For any sort of comment to be effective, reason's for the teacher's approval or disapproval needed to be stated. One further factor which emerged clearly was that teacher's opinions about what would or would not prove to be effective motivators often differed markedly from those of learners. (p. 135)

The trick seems to be in being able to have students feel good about themselves without the feeling that they are being evaluated.

Mistakes and Error Correction

While on a conscious, "intellectual" level, most students will say that they want to have their "mistakes" corrected (and most teachers feel that this is an important part of their job), on a subconscious, emotional level, it can actually inhibit students from freely expressing themselves. It is for this reason that teachers should (a) wait until a certain level of trust has been established between themselves and the student, (b) wait until they feel the student can handle error correction, and (c) take less obtrusive routes in their forms of error correction.

A teacher should develop a feel for how a student will react to overt error correction and should have certainly built up some kind of trust within the relationship before attempting it. Also, there are a number of indirect modes to error correction which can be utilized. A direct mode of error correction may be construed by the student as a critical evaluation of his performance, whether or not this is really the actual intention of the teacher or not. While I recognize that at some point the students will have to become aware of their errors, I also realize that the fear of making mistakes should not inhibit the students from speaking out. It is for this reason, that I encourage students not to worry about making mistakes. One student offered this comment:

> Until now I had resistance to speaking English. The reason being that I wasn't sure if my English was correct or not. But what I realized was that, more than things like pronunciation, what is important is that one conveys what he is thinking to the other person.

Another student wrote this after the first class of a conversation class that I was teaching, in which I told the students not to worry so much about making mistakes, and that I would forgive their mistakes in English if they forgave mine in Japanese:

> I was a little nervous but I think that I'll get used to it quickly. Not worrying about grammar and just talking in this class was different from other classes. It seems like I'll be able to speak English easily. Since it's okay to make mistakes, I want to try to speak English as much as possible.

Changing Those Labels

An important distinction between people who believe they are shy and those who don't is the difference in from where they attribute the causes of their feelings coming. People who consider themselves shy will see it coming from inside themselves, whereas people who don't consider themselves as being shy will attribute the causes from coming from the external situation or environment.

Wayne Dyer, in his book, *Your Erroneous Zones* (1976), calls it "The I'm Circle":

1. I'm Shy
2. Look at that attractive group of people.
3. I think I'll approach them.
4. No! I can't.
5. Why not?

Because
1. I'm Shy (p. 100)

Since a good majority of Japanese students carry this label with them, it is important for teachers to get them to realize that everything changes and for them to affect positive change within themselves, they must be able to change what might be considered negative self-descriptors of themselves. And in my opinion whatever prevents students from reaching their full potentials and leading fulfilling lives, can be construed as negative.

Graded Anxiety Desensitization

Given that certain transactions that occur in the classroom will cause either more or less anxiety for students than others, it would seem reasonable to assume that by introducing activities where these

Doyon, cont'd on p. 37.

Eiga Shosetsu *as a Source of Massive Comprehensible Input for Japanese EFL Learners*

Rube Redfield

Eiga shosetsu (movie tie-in novels) are popular movies transformed into print, faithful to the movie but with the sights and sounds transformed into dialog, interior monologue, narration, and description. They appear after movie releases and fit somewhere between graded readers and trashy, popular fiction. In outward appearance, they are indistinguishable from other popular fiction in paperback form. *Eiga shosetsu* are not movie transcripts, they are a novelized form of the movie itself.

Underpinnings of the *Eiga Shosetsu* Program

Theoretical. The *Eiga Shosetsu* Program is based on the idea that comprehension is a requisite for learning. Simply put, learners must in some way or another understand the meaning of what they encounter in their learning environment, be it in written or oral form, if they are going to learn. Regardless of whether one is inclined to support the strong version of the Interaction Hypothesis (Long, 1983a), asserting that comprehensible input leads directly to language acquisition (Krashen, 1982), or the weaker version of the hypothesis, that comprehensible input under certain restraints can, but does not necessarily, lead to acquisition (Ellis, 1986), both researchers and professional foreign language classroom practitioners would agree that without comprehensible input no meaningful language acquisition is likely to take place (but also see White, 1987). A corollary of this need for comprehensible input is that more input is better for learning than less input. The amount of comprehensible input in other words, matters. Reading *eiga shosetsu* seems an ideal vehicle for supplying this needed comprehensible input, because once the movie has been viewed, understanding is assured. It then becomes a matter of sitting down and reading the accompanying *eiga shosetsu* through.

Anecdotal. Personally, I was a hopeless classroom foreign language learner, but now I am fluent in four foreign languages. Back in the days when foreign languages were a required part of the US curriculum, I never passed a single final exam in my first foreign language, German. Memorizing article paradigms and verb declinations, what I like to call 'spreadsheet German,' was beyond me. I was interested in using the language, not studying it. Of course when I went to Germany I couldn't speak a word. Every morning I diligently attended my beginning German class at the university, where we transformed active sentences into passive, present tense phrases into the past tense, and direct speech utterances into indirect speech. While the other students presumably went home after class to pour over their spreadsheet German texts, I went to the movies. In those days you could see a double feature 'Macaroni Western' for 25 cents US. I saw four or five a week. The westerns were pretty basic and soon I found myself understanding the dialog. After about four months I still couldn't pass any of the written grammar tests we were given, but I could understand spoken German way better than my more 'serious' classmates. Watching movies, and paying attention to meaning rather than form, was the key, I now believe.

A second key was learning how to read. A French classmate told me that if I really wanted to learn German, I would have to 'sacrifice' five books. By sacrifice she meant slog my way through without real understanding. No dictionaries, no grammar texts, no translations, just pure reading. I didn't understand the first novel at all, nor the second. A bare glimmer of understanding came with the third novel. I could understand some of the fourth book, and most of the fifth. At the end of that time (and it took time, maybe six months), after duly sacrificing five well-known novels, I found that not only could I now really read German, but that all my other language skills had improved as well. So reading was the second key. (See Smith, 1979, for a discussion on reading).

Being in a country where the language was spoken, playing rugby with a German club, attending classes at the university, all of course were contributing factors to my success in German. Nevertheless, I think the two keys in my particular case were watching movies and reading novels. I believe now that the real key was the massive amounts of comprehensible input that accompanied these activities. I went on to learn Spanish, French, and Japanese the same way, without even the dubious (for me) value of having studied those languages formally in a classroom before traveling abroad. If watching movies and reading novels (among other

理論、実験、そして個人的経験は全て、読解を通した理解可能なインプットが、言語学習において、有益で、おそらく本質的であることを強く示唆している。本稿では、学習者がビデオ録画された映画の一部を見て、その後、理解可能なインプットのために映画の小説化を読むという授業について記述する。学習者はこの授業を楽しんだだけなく、いかに学習すればいいかの手助けを得ることができた。

things, to be sure) helped me learn, perhaps the same activities would help my Japanese students learn English as well.

The *Eiga Shosetsu* Program

Students enrolled in the *Eiga Shosetsu* Program saw the first ninety minutes of six contemporary films (such as *Top Gun, An Officer and a Gentleman, The Dead Poet's Society,*) at one month intervals throughout the academic year, at the rate of one film per four week cycle. The rented videos were shown during the first class meeting of each monthly cycle. Students were also instructed to read the six corresponding *eiga shosetsu* outside of class (approximately 1500 pages), and encouraged to watch the complete video at home a second time, paying attention to the spoken English. Each subsequent class period (one per week for the traditional ninety minutes) began with a fifteen minute silent reading period, in order to give the instructor the opportunity to see how the learners were progressing in their reading, and to give learners an English warm up period before the oral part of the class began. As an additional reading check, and to fulfill the composition requirement of the course, five-page movie/book reports were to be handed in each month, one for each movie/book. The learners were also required to read one additional novel as homework over summer vacation. The rational behind the program was, of course, to provide massive amounts of comprehensible input, in order to facilitate language acquisition.

The Survey

Instrument. A twenty-five item, five point Likert-type classroom evaluation survey was employed to measure participant satisfaction with the *Eiga Shosetsu* Program. The instrument consists of twelve pairs of mirror items, one part of the pair worded positively ("This class was too easy for me") and the other negatively ("This class was too hard for me"), plus one additional positively worded item. The areas covered by the survey include the famous four skills (listening, speaking, reading, and writing), plus items on culture, methods, materials, teacher and general class evaluation, the grading system, and learner-perceived usefulness, learning, and interest. Each of the items is weighted equally, and a converted 'Class Evaluation Score' is determined (see Larson & Redfield, 1998).

Class Evaluation Score. The Class Evaluation Score for the *Eiga Shosetsu* Class was 91.21. The Class Evaluation Score was designed to be immediately interpretable to anyone familiar with the standard A-B-C-D-F, 100-point scoring system prevalent in educational institutions. The learners (N = 47), in other words, thought the *Eiga Shosetsu* Class worthy of an "A." This should be seen as a strong endorsement of the movie tie-in class.

Written evaluation. Learners were also asked to evaluate the *Eiga Shosetsu* Class in a more subjective, free-form manner. All of the participants (N = 47) took advantage of the final twenty minutes of class time allotted for this written evaluation, some writing a sentence or two, most a full paragraph. Excerpts citing the most common themes are cited below by category. I have taken the liberty of correcting only the spelling. The rest of the words are the students' own.

Reading

1. I have good experience, because I can read without dictionary. I thought I can't read English book.
2. Reading books are so hard, but at last I feel it get's easier just a little. I don't know my speed of reading became faster or not, but it was good experience. I'll last reading.
3. This class is very hard! I had pressure to read many foreign books and write my opinion, but reading them was very good experience.
4. I think it is good for us to read English paper book every month. By doing that, could touch English.

These students found the reading segment of the program quite hard, but also very useful. It is doubtful if many (or any) of them had ever read an English novel in its entirety before, so they naturally found it difficult. Having finished several books, however, their confidence began visibly to grow.

Writing

1. I wrote my own words of English which was important for me.
2. But to write book reports was good to translate thinking myself into English.
3. After we watched video of each stories, we write about that story, which is very nice. By reading novel, I can't only memorize the word but also read and write easily.
4. I don't like writing, but this class is fun.

Writing in English does not come easily for these students (many said it was hard to write five pages per month) but the *Eiga Shosetsu* Class at least gave them something to write about. Several commented favorably on how the program gave them the opportunity to write in their own words.

Listening

1. At first I couldn't understand that the instructor said. But thanks to a lot of conversation time, I gradually could understand English.
2. I got power listening to English more than ever, and writing, too.
3. When I hear Americans speaking in the tape, I thought I should study English.
4. And when I look at movies, I can hear English rather than before.

There were many comments as to how hard it was to understand authentic spoken English at the beginning of the year. As shown above, however, learners soon began to understand more of what they heard.

Integrated skills

1. This class is different from the others. In this class, we can learn 'English Conversation.' And it is interesting for me to read "Eiga Shosetsu." Although writing "book review" is very difficult. And when I look at movies, I can hear English rather than before.
2. This is the writing class but not only writing. The reading, speaking and listening I learned.
3. In this class, we could see some interesting movies. So I enjoyed it very much. But it was hard for me to write five pages report, because I didn't have enough time to read the book. But I could learn many things, for example how to speak, how to read and so on.
4. This class is like a communication class, I think. Through this class, I often watch foreign movies! I believe it is good for studying English.

The *Eiga Shosetsu* Class was not just a writing class. Writing was one of the four skills integrated into a whole language program. Language cannot truly be divided into separable skills, but is best learned as a 'whole.' Several of the students seemed to appreciate that.

Method

1. I thought this class was the best class in this college. I want to increase the class like this class. I felt I studied real English in this class.
2. And it is good to read movie-book and write for the report. By the way, I can understand more the story. I hope to see you next 3 grade again.
3. This class is better than any other English class. Especially I like the teaching method. The teacher's speech is very interesting. And I think that women are superior to men in this class.
4. I like his teaching way. For his teaching way is different from the way I had ever learned in school.

The *eiga shosetsu* teaching method seemed popular. Through watching popular films and then reading movie tie-in stories, learners received the input necessary to acquire English. The oral part of the class was devoted to listening and speaking out on topics of contemporary interest, which thereby gave the learners the opportunities necessary for comprehensible output. The combination proved to be both effective and, according to the students' own evaluations, highly popular as well.

Interest/usefulness

1. This class was very interesting and useful for me. I thought this class was the best class in this college.
2. I had a very good time this class. Other writing class. . . my friend said not interesting. I enjoyed. I think this class is the most useful for my future.
3. This class was so different from other English class. It was so interesting and stimulating for me. I want to take your class again.
4. This class was very different from others. It was interesting.

These particular students thought the *Eiga Shosetsu* Class was quite useful, more interesting than their other classes, and in fact one of the best classes offered in the institution. To me this is a very ringing endorsement, especially coming from the people who really matter, the course participants.

Learning to learn

1. American native teacher taught and taught us how to study English.
2. I found the way to study English from you, and I think it's really useful. I'll try to do. I wanted to study how to study English more and more.

The most gratifying of all the quite generally favorable comments on the *Eiga Shosetsu* Program, to me as a professional language educator, were the two comments on learning to learn. We know we have done our job when our students learn how to learn by themselves, and no longer need our guidance.

Conclusion

At its core, the *Eiga Shosetsu* Program consists of supplying meaning through video and then having the learner connect the acquired meaning to the English found in the accompanying movie tie-in novel. The results from the survey above show, I hope, how promising this approach can be. More research, both quantitive and qualitive, with different learners in different situations, is of course necessary to insure that that promise is reached.

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海外短期留学生のアメリカ生活積極度テスト
（アメリカESLプログラム版）

藤田　智子
立教大学 非常勤講師

Ⅰ．はじめに

アメリカの大学付属の英語専門学校（ESLプログラム）で学ぶ各国からの短期留学生たちが、どの程度基本的なアメリカ生活に関する知識を、現地でネイティブスピーカーと積極的にコミュニケーションする事により習得したのか測る目的でアメリカ生活積極度テストを制作した。このテストで学生たちには短期留学の成果を実感する事ができ、ESLプログラム側には、基本的アメリカ生活の知識を積極的にカリキュラムに取り入れた成果を確認できると同時に、テスト自体も教材の一部として取り入れてしまう事ができるように計画した。1997年11月、カリフォルニア州デービスのESLプログラムで平均年齢24.5歳、平均在米期間5.7ヶ月の学生41人に対してテストを実施した。結果、学生たちはテスト結果に満足し、ESLプログラム側は基本的アメリカ生活に関する知識を授業に取り入れる事にさらに積極的になった。このテストの信頼性は$\alpha = 0.87$、内容的妥当性が成立つ論拠を確立するために4人の専門知識を持った関係者による内容的妥当性評価表による項目の審査を行い、構成概念妥当性に対してはネイティブスピーカー、留学未経験者の2つの集団との結果の比較を行った。パイロットテストなどを行いながら、試行錯誤を繰り返し、アメリカ生活積極度テストがより高い信頼性と妥当性を示すテストになるまでの過程も紹介したい。

Ⅱ．研究目的

アメリカの大学付属のESL（英語専門学校）で学ぶ各国からの短期留学生たちは留学の成果がどのくらいあったのだろうか？

いくつかのESLプログラムではTOEFLテストを定期的に実施して学生の語学の能力の向上を証明しようとしているが、6ヵ月以内の短期留学の場合、必ずしもその成果ははっきりしていない（Fujita, 1997; Isino et al., 1999）。その留学が成功に終わったかどうかを判断する基準として語学能力テスト以外の方法はないのであろうか。

せっかく短期留学したのにその何かしらの成果を見る事ができなくてがっかりして帰国する学生、プログラムの途中で退学する学生もいる（Fujita, 1997）。筆者がアメリカの大学付属のESLプログラムで教育実習している時、短期の滞在にもかかわらずアメリカ人の友人をたくさん作り積極的に現地の生活に溶け込む学生たちと、自分たちと同じ文化圏の学生同士でのみ交流し、現地の生活に積極的に溶け込まない学生が居た。おそらく積極派の学生たちはより多くのネイティブスピーカーと接し、その基本的アメリカ生活に対する知識が高まったはずである。しかしその成果は前述のとおり、語学能力テストだけでは測りがたい。そこで、語学能力テストだけでは満足を得られなかった学生に短期留学の成果を確認してもらうために、また、語学学校（ESLプログラム）側には、現地でこそ習得しやすい基本的アメリカ生活の知識を積極的にカリキュラムに取り入れた成果を確認できる上、そのテスト自体を教材の一部にとりいれる事ができるように、このアメリカ生活積極度テストを制作する事にした。さらに、このテスト制作にあたり、パイロットテストなどを行いながら、高い信頼性と妥当性を持つテストになるように、時間をかけて制作した過程も紹介したい。

Ⅲ．基本的アメリカ生活積極度

ET. Hallは、その著書の中で人類学者にとって文化とは一個の人間集団の生き方、つまり彼らが身につけた行動の型や態度や物質的なもの全体を意味し、これを伝えて行くのはコミュニケーションであり、その文化を習得するにはその地へ行くか、その集団の多くの人々とコミュニケーションしなければならないと述べている（Hall, 1959）。従って、短期留学生たちが現地で基本的アメリカ生活の知識を習得する一番の近道はネイティブスピーカーとより多く接する機会を持つ事ではないか、そして、その留学の成果を問うため、ここで、その留学生がいかに積極的にアメリカ生活に溶け込もうとしているかを表わす指標になるものが何かないかと筆者は考えた。

しかしながら、そのESLの学生の語学能力が、英語がすべて理解できる永久移民ほどに上達したとしても彼らにアメリカ文化の微妙で深淵な部分まで理解する事は不可能である（Acton & Walker, 1988）。その上、テストの対象とする短期留学生たちの滞米期間は平均約半年であるため、テストは、短期留学生たちがアメリカで生活する上での詳細な知識ではなく、表面的、基本的な知識を、積極的にネイティブスピーカーたちと接する事によっていかに取り入れたかを測る事を目的とした。

また、基本的アメリカ生活と言っても、厳密には地域によって異なるし、また他の事情により違いがあり、均一化されたものではない（Vallet, 1986）。しかし、短期留学生たちはたいていの場合、アメリカ国内のいくつかの州を旅行している場合が多く、その上、筆者はこのアメリカ生活積極度テストを改訂し将来的には、全米とこのESLプログラムでも利用できるようにしたいと考えたので、今回のテストはアメリカの中の特定地域の基本的な生活文化が強調されていないものにした。

Ⅳ．アメリカ生活積極度テスト参加者とその実施の過程

パイロットテストは、1996年秋に筆者が教育実習したテキサス州ヒューストンの大学付属ESLプログラムに於いて75名の短期留学生を対象に行った。その後、アメリカ生活積極度テスト（アメリカESLプログラム版）は、1997年11月カリフォルニア州デービスの大学付属ESLプログラム（International Training and Education Center）で平均年齢24.5歳、平均在米期間5.7ヵ月の学生41名（14名 Academic intermediate class 1、12名は

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Academic intermediate class 2、そして 15 名は Conversation international class）に対して実施した。筆者が勤務した日本の英語専門学校が当校と短期留学の提携をしており、毎年約 30 名の学生がこのプログラムに参加していたので、当校のディレクターにアメリカ生活積極度テスト実施をお願いし、ディレクターがアトランダムに選んだ、以上の 3 クラスにおいて授業中にテストが実施された。全員の解答用紙はテスト終了後直ちに筆者に送られ、筆者は前もって用意された模範解答をもとに採点した。

V. テスト問題

Valette（1986）によれば、語学留学プログラムで成果を上げる学生たちは彼らの学ぶ言葉の国の文化やその言語を話す人々の文化的な特徴に対する認識が高く、留学生たちが深めたその認識度は人々の生き方だけでなく、その国の地理、歴史、経済、美術そして科学などの分野にまでわたるものであると言っている。そしてその認識度を測るテストはたいてい、彼らが身につけたであろう国の広範囲にわたる知識を測ろうとする問題によって構成されていると指摘している。例えば、アメリカの歴史に興味がある学生がワシントンとリンカーンを区別できるように、こんなふうな少しの知識がアメリカ英語を話す人々の一員であると言う意識を作り上げる、そして知識を知る事によって更にその国の文化や特徴に対する認識をより高めるとも言っている。

この記述に従い、アメリカ生活積極度テストは、アメリカの大学付属 ESL プログラムで学ぶ短期留学中の各国からの学生たちがどの程度アメリカの基本的生活に関する知識を知ったかを測る為に、そして、テストを通じて短期留学生たちのアメリカの社会や生活への認識をより高めてもらうために制作したものである。

このテストを作るにあたり先行資料を探した結果、*The Test of American Culture*（Kitao, 1979）が見つかった。しかしながら、このテストは 20 年前に作られた日本人の留学生対象のテストであるため、今回のテスト制作には直接応用できるところは少なく、筆者と同目的の、アメリカの大学付属の ESL プログラムに短期留学している各国の学生を対象にした基本的アメリカ生活の知識に関するテストで、最近制作されたものは見つからなかった。

Brown（1996）がその著書の中でテスト問題を制作する時は一人で行わず同僚などの協力を得るようにと提案しているように、テストの最初の試作のため、アメリカで第二外国語教育学を専攻する 3 名の 20 歳代ネイティブスピーカーの大学院生たちに協力してもらった。テスト問題は、アメリカの大学、高校生が一般教養として知っているべき知識を掲載している*The Dictionary of Cultural Literacy*（Hirsh, Kett, & Trefil, 1993）や、アメリカの大学付属 ESL プログラムで良く使われている*American Ways*（Althen, 1994）と、*The American Ways*（Dateman et al., 1997）を参照しながら、短期留学生たちと同年代のネイティブスピーカーがコミュニケーションする時に登場しそうな事柄を連想しながら制作した。また、問題数は 30%くらい多く作り、後にアメリカの ESL プログラムの教師 3 人と第二外国語教育の教授 1 人からなる 4 人の専門知識のある関係者に、一つずつの問題がテスト目的をいかに正確に測れているかを審査してもらった。審査は、あらかじめ 4 人にこのテストの目的を説明し、それぞれの項目がテスト目的にあった良い項目かどうかを 1 から 5 のスケールで評価してもらう内容的妥当性判定評価表を作り、その結果の低い項目から 30%の問題を間引く方式（Brown, 1996）で最終的なアメリカ生活積極度テストの項目を決定した。

テスト項目は大きく分けて 4 種類（a）歴史、宗教、習慣、祭日、政治と地理；（b）日常生活；（c）アメリカの都市と関連事項；（d）芸能、美術、音楽とスポーツから成り、各種類 10 問づつ、合計 40 項目の多肢選択と組み合わせ問題が最終的に選ばれた（Appendix A）。

アメリカ生活積極度テストの実施に先立って筆者の教育実習校であるテキサス州ヒューストンの ESL プログラムで、75 名の短期留学生対象に行ったパイロットテストによって、以下の点が改良された。（1）正解が予想しやすく、また、受験者の語学能力によって正解率が左右される正誤問題、二者選択式問題や、語学能力と関連深いイディオム関連の問題が取り除かれ、また、（2）テスト項目弁別力（Item Discrimination）の低い問題と正解率が非常に低い難問も削除された。（3）そして特にアメリカでは最初のテスト問題、セクション（a）－1 の問題は宗教関係のテストかと誤解を招く事から、宗教に関係のある問題にしない事（Walker, 1997）、受験者が良いスタートを切れるように難しい問題にしない事（Brown, 1996）などの点を考慮に入れアメリカ生活積極度テストを制作した。

VI. 分析

41 名の答案採点後その平均値、中央値、最頻値、最高最低得点、範囲、歪度と標準偏差が計算された（Table 1 参照）。テスト信頼性を知るためにアルファレベル 0.01 でクロンバックアルファを計算して評価する事にした。また、テスト項目弁別力の低い問題は良いテスト問題とは言えず（Brown, 1988）間引くべきなので、今後のアメリカ生活積極度テスト改訂版に役立てるため、一問ずつのテスト項目弁別力（ID）を計算した。

Table 1：*The Involvement in American Life Test: Descriptive Statistics of native speakers of English, ESL students, and EFL students*（*k*＝*40*）.

Average age	Native Speakers （N＝10） 24.8	ESL students （N＝41） 24.6	EFL students （N＝40） 21.8
Mean	39.6	33.3	20.7
Median	40	33	21
Mode	40	36	19
Maximum	40	39	.0
Minimum	38	24	6
Range	3	16	25
Skewness	-1.66	-1.69	-.58
Kertosis	2.05	4.04	.82
Standard Deviation	.70	4.8	5.2

さらに、テストの構成概念妥当性（Construct Validity）の論拠を確立するため、アメリカ生活積極度テスト受験者と同年代、平均年齢24.8歳の10名のアメリカの大学生と大学院生からなるネイティブスピーカーたちと平均年齢21.8歳の40名の留学未経験の日本の英語専門学校の学生たちにも同じテストを受験してもらい、この2つの集団のテスト結果が平均年齢24.6歳の41名のESLプログラムの平均在米期間5.7ヵ月の短期留学生のそれといかに違うかを知るためにこの3つの異なった集団のテスト分析結果を比較する事にした。

すべてのデータはMS-DOSコンピューターを使いStatistical Package for Social Sciences（SPSS）とMicrosoft Excelを利用した。

Ⅶ. 結果

アメリカ生活積極度テストのクローンバックアルファを計算した結果、$\alpha = 0.87$という値が求められた。これはこのテストの計算上の信頼性が87%である事を示す。また記述統計（Descriptive Statistics）の計算結果によると（参照Table 1）、短期留学生たちのアメリカ生活積極度テストの平均値は40点満点で33.3とかなり高く、最高得点は39点、最低点は24点、そのレンジは16点、標準偏差は4.8とかなり狭く、テストの高得点者が多かった事を示している。更に、いかにうまく高得点者と低得点者を配分できたかを示す、各問題のテスト項目弁別力（ID）は最高が0.71で、全問題40問中、14問題が0.50以上の高いテスト項目弁別力を示していた事がわかり（参照Table 2）、これらの問題は率先して次回のアメリカ生活積極度改訂版に残す事にしたい。

次にテスト妥当性を持たせるため、2種類以上の妥当性を持たせる事が大切なため（Griffee, 1997）ここで内容的妥当性、構成概念妥当性、の2つを確かめてみる事にする。まず、内容的妥当性はアメリカ生活積極度テスト作成の前に、パイロットテストを行ないその後4人の専門知識のある関係者によって、テスト項目がその測ろうとしている目的にかなっているかを、それぞれの項目に渡り吟味し、内容的妥当性判定評価表に従い、1から5のスケールでそれぞれの項目を評価し、60項目のうち評価の低い20項目は切り捨てた。つまりアメリカ生活積極度テストに残ったテスト問題は、4人の関係者によって内容的に妥当だと評価した結果、残った問題であるという事によって内容的妥当性が成り立つ論拠が確立されたと言えよう。

Table 2: *The Involvement in Amrican Life Test: Item Discrimination*

Item Number		Item Discrimination	Item Number		Item Discrimination
Section A	1.	-.08	Section C	1.	.42
	2.	0		2.	.48
	3.	.22		3.	0
	4.	.04		4.	.27
	5.	.28		5.	.35
	6.	-.06		6.	.61
	7.	.60		7.	.51
	8.	.24		8.	.63
	9.	.28		9.	.69
	10.	.21		10.	.70
Section B	1.	-.09	Section D	1.	.64
	2.	.04		2.	.63
	3.	.16		3.	.35
	4.	.09		4.	.31
	5.	.45		5.	.64
	6.	0		6.	.31
	7.	.61		7.	.67
	8.	.23		8.	.71
	9.	.13		9.	.58
	10.	.43		10.	.49

さらに、構成概念妥当性の論拠確立のため、ネイティブスピーカー、留学未経験の学生との3集団による異集団法を実施した。短期留学生とほぼ同じ平均年齢の10人のネイティブスピーカーの集団との結果比較（参照Table 1）をαレベル0.01でT-test評価した結果値8.06はcritical value 2.66より大きく（$T_{obs} = 8.06 > T_{crit} = 2.66$）ネイティブスピーカー集団の平均値39.6（40点満点）と短期留学生集団の平均値33.3の違いに有意差がある事が判明した。更にネイティブスピーカー10名のうち7名までが満点を採っているのに対し、短期留学生41名のうち1名も満点を採っていない事からもこの2つの集団のアメリカ生活の基本的知識に関する違いは明らかである。

また、留学志望ではあるが、一度もアメリカに留学した事のないほぼ同年齢の40名の日本のEFLの学生集団との結果比較（参照Table 1）を同じようにαレベル0.01でT-test評価した結果値11.33はcritical value 2.61より大きく（$T_{obs} = 11.33 > T_{crit} = 2.61$）留学未経験の学生集団の平均値20.7（40点満点）と短期留学生集団の平均値33.3の違いに有意差がある事が判明した。また、留学未経験学生の最高得点30は短期留学生の平均値33.3より低く、その最低点は6であった。

以上の事から、テストが測定対象の構成概念であるアメリカ生活の基本的知識を持っている集団と持たない集団を区別できる事を示し、従って異集団法の結果、このテストが構成概念を測定できると言う論拠を説得力あるものにできたと思う。

Ⅷ. 考察

1996年に他のアメリカのESLプログラムにおいて75名の短期留学生に対してパイロットテストをした時のテスト信頼性は$\alpha = 0.60$であった。その後、何人もの人々に助言を得ながら改良を重ね、アメリカ生活積極度テストの信頼性は$\alpha = 0.87$まで高まった。しかしながらこの種のテストは莫大な数のテスト項目が必要で、多くの試作項目の中から繰り返し良い項目を選ぶという、地道な作業を繰り返して行く事が大切である。よりテストの目的に合った項目を選び、テストの内容的妥当性を実証するため、Griffee（1997）は、テスト項目を数人の専門家に5段階的Likert scaleで評価してもらい最も成績の良かったものを残していく事の重大性を強調し、Hatch と Lazaraton（1991）は、すべてのテスト項目がうまくテストの目的に合ったものであるかを検証し、内容的妥当性を実証する事が大切だという。次回の改訂版のテストを作る前にはこの過程をさらに強化し、1問ずつさらに丹念にテスト項目を厳選したい。そして、学生たちが短期留学してきた直後とその6ヵ月後と言うように、プレテストとポストテストの標準規準拠テスト（criterion-referenced test）として行うべきである

と思う。

アメリカ生活積極度テストの平均点が40点満点で33.3と、作り手の予想以上に高かった事にはいくつかの原因が考えられる。改定版アメリカ生活積極度テストでは、組み合わせ問題は前提より選択肢を一つ多くする事により消去法による解答を防ぎ、問題の信頼性を引きあげるべきである。また、正解に結びつくような絶対的な手がかりが含まれる問題は取り上げてはいけない（Brown, 1996）。例えば、商品と、どの店でそれが買えるのかをマッチングしてもらう問題の店のリストに、City Bank、やEckerd Drugstore'sのように何の店であるか、その名前から容易に推察できてしまうような選択肢を含まない事が必要だ。以上の点を改善すると、高すぎる平均値を少し下げる事ができると思われる。

最後に、多くの学生に短い時間で受けてもらえるようにアメリカ生活積極度テストは多肢選択テストと組み合わせテストから成っている。しかし、Seelye（1992）は、ただのペーパーテストよりもいろいろなフォーマットが考えられる事を示唆している。クラスルームチェックリスト、シュミレーション、インタビューテストやアンケート。また、言葉を使用しない絵や写真で答えを問うようなアプローチがあってもいいと指摘している。

IX．結論

改良を重ね、多くの人々の助言を得て、アメリカ生活積極度テストは信頼性と妥当性のあるテストになったと言えよう。筆者はこのテストを受けた多くの短期留学生から良い反応を得る事ができた。中にはテストを受けた直後から、解答をすぐに試しがる学生や、内容について質問に来る学生が多くいた。彼らの基本的アメリカ生活についての知識に対する関心は非常に高いという事が大変によく分かった。今回アメリカ生活積極度テストを受けたカリフォルニア州Davisの学生たちもテスト直後に互いに正解を検討し、また自分たちの高い成績に満足し、帰国の途についた学生がたくさんいたと聞いている。

さらに、テスト実施に協力していただいたESLプログラム側からも、もっと長いバージョンやシリーズ化したバージョンを造るようにという要望や、早速、授業で使ったと言う声を聞く事ができた。

また、アメリカ生活積極度テストは、その学生がアメリカでの生活のどの分野に最も興味があるかを示す指針にもなり得る。テストの結果を参考にしながらESLプログラムのインストラクターたちは、どのような分野に関する教材をクラスで使用すれば良いか考える手がかりにする事もできる。

Bachman（1990）は、社会言語的能力のうち言語と文化の深い関わりを指摘し、特に比喩的な表現、特別な意味やイメージを持つの言葉のなかにはその国の社会、生活や文化に深く関わっているものがたくさんあると言っている。例えば、その国の歴史上の出来事、有名な場所、組織、や人々に関する知識と言葉が深く結びついている例として、会話の中で "Waterloo" が最終的な敗北による悲惨な結果を象徴する意味に使われる事を指摘している。この事からも、アメリカ社会や生活に関する知識を学ぶ事は英語の言語能力の向上にもつながるはずである。この点から見ても、アメリカ生活積極度テストを授業に取り入れる事も意義は充分あると思われる。

さらに、Valette（1986）は、ESLプログラムのクラスでの重要な目標の一つは、その国の社会、生活や、文化に関する幅広い知識を持つ事、それにより自分の国とアメリカの違う点に気づく事であり、この事によって学生たちのよりスムースな新しい国への適応が柔軟に行われるであろうと言っている。

ESLプログラムのカリキュラムにアメリカ生活積極度テストのような常識的なアメリカについての知識についてを学ぶアクティビティーをもっともっと増やすべきだと考える。そうする事によって学生たちのよりスムースなアメリカ生活に対する適応を行われる事が期待できるからである。

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Appendix A

The Involvement in American Life Test

Section A Please choose the one which does not belong to other choices.

1	a. C.N.N.	b. C.B.S.	c. N.B.C.	d. N.B.A
2.	a. cash	b. credit card	c. I.D card	d. personal check
3.	a. Bible	b. Jesus	c. Holy Spirit	d. Brian
4.	a. July 4th	b. turkey	c. fireworks	d. Independence Day
5.	a. Dallas	b. John F. Kennedy	c. Cuban crisis	d. Revolutionary War
6.	a. Halloween	b. costumes	c. eggs	d. trick or treat
7.	a. O. Henry	b. Mark Twain	c. Ernest Hemingway	d. Thomas Edison
8.	a. Cherokee	b. Navaho	c. Phoenix	d. Dakota
9.	a. Mayflower	b. Jack-o-lantern	c. pumpkin pie	d. Thanksgiving
10.	a. rabbit	b. Jesus Christ	c. sheep	d. Easter

Section B Fill in the blank with the most appropriate number.

Where do you go......

a. when you want to eat a Whopper? ( )
b. when you want to buy stationery? ( )
c. when you want to buy flower pots? ( )
d. when you want to buy a novel? ( )
e. when you want to rent a car? ( )
f. when you want to buy prescribed medicine? ( )
g. when you want to exchange money? ( )
h. when you want to make a new key? ( )
i. when you want to get treatment for a bad tooth? ( )
j. when you want to buy gas? ( )

1. Office Depot
2. Hertz
3. Burger King
4. General dentist
5. City Bank
6. Eckerd's Drugstore
7. Shell
8. Lock Smith
9. Home Depot
10. Barnes & Noble bookstore

Section C Fill in the blank with the most appropriate number.

a. 1996 Olympic summer game ( )
b. Harvard University ( )
c. The capital of California ( )
d. Capitol Hill ( )
e. Hollywood ( )
f. Golden Gate Bridge ( )
g. Statue of Liberty ( )
h. Disney World ( )
i. NASA ( )
j. Largest city in Illinois ( )

1. Sacramento
2. New York
3. Los Angeles
4. Boston
5. Washington, D.C
6. Orlando
7. San Francisco
8. Houston
9. Atlanta
10. Chicago

Section D Fill in the blank with the most appropriate number.

a. Georgia O'Keeffe ( )
b. Steven Spielberg ( )
c. Cindy Crawford ( )
d. Michael Jackson ( )
e. Eddie Murphy ( )
f. Michael Jordan ( )
g. Carl Lewis ( )
h. Malcolm X ( )
i. O. J. Shimpson ( )
j Bill Gates ( )

1. a musician
2. a basketball player
3. a track athlete
4. a business man
5. a film director
6. a former star football player
7. a painter
8. an African American political leader
9. a comedian
10. a model

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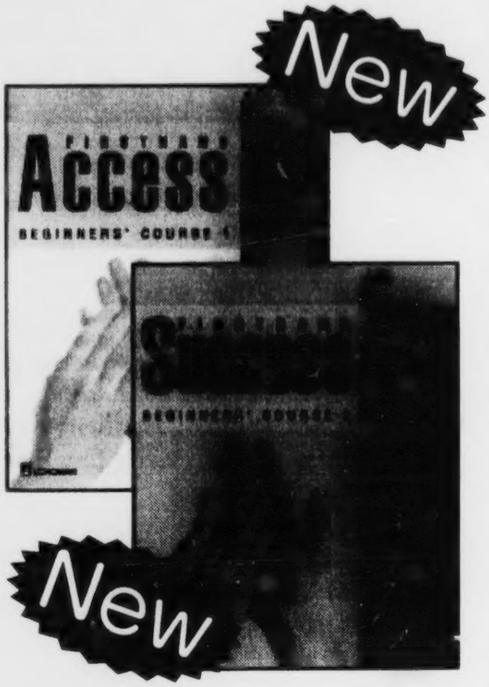

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edited by *Daniel J. McIntyre*

Educational Innovations

Private language schools in EFL settings are expected to conquer daunting challenges. These include lowering personal "affective filters," catering to individually-preferred learning styles, coping with the distinctive characteristics of a range of age groups and proficiencies, accommodating the professional and personal schedules of these groups of learners, and presenting the language to be learned in a way consonant with modes of learning and teaching generally most accessible to members of the native culture of the learners. This article describes a curriculum intended to meet these challenges that has been developed at a school charged with such an undertaking. The approach employs techniques derived from concepts of learner autonomy, visualization, massive input, and sensitivity to cultural influences on preferred learning strategies.

Learner Autonomy Japanese Style: The "Think in English" Approach

Scott Bronner

T.I.E. Institute of Foreign Languages (Yokohama Branch)

Much has been written about the importance of promoting learner autonomy and teaching learner strategies: The whole September 1999 issue of *The Language Teacher*, for example, was devoted to "Listening to Learners' Voices." There has also been much discussion about the importance of affective factors, which was fostered by the coining of the term "affective filter" by Krashen (1977). What often seems absent or insufficient is an in-depth consideration of how learner autonomy and affective factors may differ among cultures. Instead, it appears that learners are expected to adjust to the English teaching and learning style of a native-speaker instructor, rather than the teacher adjusting to the different cultural modes of teaching and learning of the learners. Whereas this may be unavoidable in an ESL setting, it is not inevitable, nor practical, in an EFL environment such as Japan.

In other words, teachers can try to find approaches to teaching that are most suitable to the culture in which they are teaching. It is natural for cultural differences to be discussed, and some students may desire a different style of teaching from the norm of their native culture. However, we should not assume that all students will be able to adjust to and benefit from a Western-style, communicative, autonomous-learner approach. Rees-Miller (1993) gives evidence of the dangers of this assumption, citing a study of Asian learners taught Western learning strategies who actually performed more poorly than the control group, since they tried not to use "their own well-developed strategies for rote memorization" (p. 683). Additionally, Hyland (1994) and Reid (1987) have found that Japanese learning styles have some unique differences from most other cultures. I was unaware that there were other significantly different options to either a Western-style communicative or Japanese-style grammar-translation approach until I started to work at T.I.E. (Think In English) Institute of Foreign Languages.

Background

T.I.E. was started by "Bob" Nishizaki, a Japanese learner and teacher of English. He taught at the Kanda Institute of Foreign Languages and experimented with a variety of types of language learning and teaching. He found that he and other students were often frustrated at the perceived insensitivity of native teachers to the Japanese culture and learning style. At that time, the teacher provided the motivation through entertainment and then expected students to do activities that many found embarrassing to do in front of others. This led to a lot of frustration for a large percentage of the students. Even today, Japan ranks near the bottom of nations in TOEFL scores. Without delving into the Japanese educational system's role in this, a key question for language schools is what can be done for the adults who have come through this system? Many of them have been discouraged by the meager results of six plus years of studying English, yet they are also not ready to be put in an embarrassing position in front of others. Considering these factors, Nishizaki developed a system that emphasizes visualization, learner autonomy, developing a good foundation, sensitivity to the Japanese milieu, and encouraging learners with many small successes (Nishizaki, 1990).

T.I.E. Methodology and Curriculum

T.I.E.'s clientele consist mainly of adults, including business people, homemakers and students. From the

T.I.E. schoolは日本での英語会話学校における独特なカリキュラムを提供している。プログラムは日本人学習者のニーズに沿うように注意深く構成されているが、同時に、学習者が多くの時間に自立的な学習が行えるようになっている。そのため、学習者は自分自身のペースで学習を進め、彼らの必要とされる現実的な状況で、英語母語話者の教師からのリソースを引き出すことができる。この組み合わせは、学習者に快適さを感じさせ、その結果、情意的障壁を下げることができるため、コミュニカティブラーニングを発展させられる。

first day they are taught the methodology and philosophy in Japanese, and the Japanese English teachers continue to reinforce the rather novel concepts. Surveys show that most learners desire some such support (Critchley, 1999). The novel concepts are difficult to teach to beginning learners in a target language, yet without knowing the "method to the madness," learners' affective filter may prevent a new approach from working.

Learners who come to T.I.E. are informed from the start that learning will be up to them. They are given a check-off sheet and guidance as to which part of the curriculum to do first. As they progress, many options become available, which the learners then choose, based on their interests. The majority of their time is spent in self-study with cassette tapes and other resources. After they have finished each small step, they then go back to a native speaker to practice and receive correction or other helpful input.

Since the learners are monitoring their own progress, with the help of Japanese teachers as needed, going at their own pace, and then practicing with teachers who know the curriculum, there is no need for a formal, classroom environment with performance in front of others. Therefore, they can come at any time on any day for up to five hours with no advance notice and go to any branch. This flexibility fits in well with the hectic pace of working life in Japan.

The main emphasis of the T.I.E. approach is to start with a solid foundation of the basics of English using an "imaging" approach rather than direct translation. Thus, learners are not given a level check, but all must start at the beginning with vocabulary photo cards. Sets of twenty-five cards must be memorized well enough to say each card correctly to a teacher who is flipping them rapidly enough to disallow time for translation. None of the cards have any words; learners learn first with a teacher, and then with a tape. Due to the confusing symbol/sound relation in English, learners are encouraged to listen carefully while looking at the image, rather than remember the spelling of the word. Teachers are trained then to help with pronunciation and other difficulties.

Learners initially go back and forth through various parts of a set curriculum. Other vital elements include going column by column through a children's picture dictionary. Learners memorize the sentences, most of which have pictures next to them. Then they are given a book with just the images and must remember the sentences. In line with research done on acquisition sequences (Dulay, Burt, and Krashen, 1982), learners are informed that, like children, they must be exposed to the basics, since many have learned advanced words without the ability to structure and use them naturally. To facilitate this process, they are taught a new way of looking at grammar. Each part of a sentence is given a question word to represent it. Nouns answer "what" or "who"; adjectives answer "what kind of" or "how," depending on sentence position; "a/an" is "how many"; "the" is "which," etc. Learners are taught then to diagram sentences. Questions are asked to test comprehension and go beyond the text for advanced learners.

After memorizing, students recite to a teacher and then are asked questions for comprehension. By both breaking down the sentences and being asked questions, the students build a solid foundation. Often students report having an "ah-ha" moment of understanding a basic idea or use of a word that was unclear through all their English training.

From the photo cards, picture sentences are made. Students memorize these and learn to ask a series of questions about each sentence. The questioning approach is encouraged throughout students' learning at T.I.E., making them more independent learners. Another text that uses pictures is then memorized part-by-part to increase their ability to use and manipulate phrasal verbs. This is a crucial part of everyday speech that is a notorious weakness among learners in Japan.

Simultaneously with the above, learners are memorizing dialogs that have pictures for each conversational turn. The dialogs are practiced with a teacher, and comprehension questions are asked. This helps learners put their growing knowledge into action. Although the set dialogs may seem stifling, learners learn patterns from these and are encouraged by questions that go beyond the text to engage in an unprepared dialog.

Learners also rewrite dialogs that they only hear on tape. This encourages them to develop flexibility and indicates true comprehension or misunderstandings. At the end of each day, they must also write a made-up story using what they have learned during the day. This helps them consolidate their knowledge. After having the story checked, they must then memorize it for the next day they come, an excellent way to maintain continuity.

For learners who enjoy the class environment as well, there are very non-threatening classes on culture, pronunciation, listening and questioning. Again, learners may choose whether to go or not.

Teacher training not only teaches the T.I.E. philosophy, but also guides teachers as to how to encourage learners without pampering them. Because of the one-to-one environment, teachers are encouraged to selectively correct mistakes, while also praising areas of improvement. The training does not take long because the methodology is set, and the learners are responsible for much of their own learning. Thus, teachers can really concentrate on affective factors, as well as helping language improvement.

Learners have extensive access to tapes, videos, and books to maximize their English input. From Krashen (1985) to Redfield (1999), evidence has mounted for the positive impact of massive, comprehensible input. The structure of the T.I.E. approach gives concrete steps for learners to take, so that they are getting immense amounts of input for the two to five hours they study each day at T.I.E.

One aspect of the T.I.E. methodology which should not be overlooked is the one-to-one approach. The unique structure allows learners to get tailored advice, correction and practice, at their convenience. Instead of having an intense, 90-minute private lesson, learners can study at their own pace and practice when they feel ready. By not performing in front of others, learners tend to drop their guard, be more relaxed and be much more receptive to help and correction. Difficulties of the individual learners, whether they be pronunciation, semantic, pragmatic, or otherwise, are much easier to ferret out in a one-to-one approach than in a classroom. Additionally, most conversation in the real world is one-to-one anyway. Discussions can also stimulate individual interests.

Evidence for Improvement

T.I.E. has done surprisingly little research as to the benefits of its approach. Most of the evidence that follows is thus from observation, and discussion with learners and teachers. Though it is hoped that more "concrete" evidence can be developed in the future, current research paradigms in teaching include a place for such active observations (Lo Castro, 1994).

Unsolicited mail from former learners at T.I.E. is one strong indication of the method's success in the Japanese environment. Reports of dramatic increases in TOEIC listening scores are commonplace. Several email messages from learners who are now in Western U.S. and Canada have mentioned that they spoke and listened to more English at T.I.E. than they do in their current school. Though a large concentration of Japanese learners exists in North America, it is clear that the T.I.E. methodology has enabled learners, even while in Japan, to be exposed to an immense amount of English input. Other letters and e-mail messages comment on how learners have been able to apply the imaging technique successfully in many other learning settings.

Affective factors are also often mentioned. Learners frequently mention how they were so shy in speaking English when they first came, but then came to really enjoy it. "Thank you"s for the encouragement and friendliness of teachers abound. Many mention the frustration experienced in previous approaches in contrast to successes experienced at T.I.E.

From observations while teaching here, which are easy to make in the relaxed environment, I have noticed many learners who are very shy at the start slowly come out of their shells and really improve. Some improvement may be assumed natural in any approach, but this one seems tailored to the Japanese study style and psyche. Learners can alternatively relax and study hard at their own pace. As I hear other teachers offer advice to learners, my own ideas on how to help improve pronunciation, grammar, and the like increase. Since I am at a desk, at times waiting for learners, there is ample time for reflection, that was rarely available in other situations. With individual encouragement and the curriculum emphasizing small successes, I have seen many "I-can't-learn-English-well" learners blossom.

Teachers interviewed who have taught at other language schools also report that they have seen repeated successes in learners who are so shy that they would not make it elsewhere. In addition, the intensive input time allows advancements to be made at a faster rate. One teacher said, "You'd never get Americans to pay to self-study most of the time just to have short practice sessions with native speakers. Yet in Japan this approach really works as it fits the study style here."

Applications to Other Environments

The major lesson to be drawn from my experience here has been the importance of adapting approaches to the culture. Many elements of the T.I.E. approach are those that research has found to be critical to good language learning, e.g., massive input, high learner autonomy, and a good affective environment. However, these have been interpreted into a format that is uniquely Japanese. Some elements of the program may seem too rigid and rote from a Western point of view. Given that adult learners have already developed a culturally specific style of learning, though, it would seem advisable to play to the strengths of that style.

Other more specific lessons that could be applied elsewhere include the check-sheet approach to learner autonomy. Though not unique to T.I.E., this approach really emphasizes who is responsible for learning. The balance of a rather firm curriculum outline with learner choice also seems ideal for the Japanese environment. The check-sheet also helps learners to see their successes. With so many opportunities for success, encouragement becomes natural.

The one-to-one approach in a setting with many learners may be difficult to implement in the same way elsewhere, but it is an encouragement to build creative opportunities for one-to-one contact with students. This could involve outside class assignments to converse with the teacher or other native speakers who would be willing to assist language learning or building an in-class environment including pair or group activities which allow time for the teacher to interact one-to-one with students.

The library of videos, books and tapes is another great asset for intensive input that is relatively easy and low cost. Depending on location, students may already have access to some of these resources, but the videos without subtitles may need to come from elsewhere.

The importance of building a strong foundation of basic elements of English, like phrasal verbs, is another easily transferable concept. Though learners may be intent on learning words that match their native

Educational Innovations, cont'd on p. 55.

Opinions & Perspectives

What's Wrong with Japanese English Teachers?

Mike Guest
Miyazaki Medical College

Over the past twenty years in ubiquitous Letter-to-the-Editor columns, English teaching conferences, Monbusho backrooms, and endless scuttlebutt emanating from the after-hours haunts of foreign English teachers in Japan, the demonizing of the Japanese English teacher has been relentless and complete. So much is this so that it is almost difficult to find even one so vilified, a Japanese English teacher him- or herself, who has much good to say about his or her English language ability or teaching skills. It has become so commonplace to complain about the state of secondary school English teaching in Japan that it now serves as a topical "given," the default departure point for the familiar litany of complaints.

First and foremost among these is the widespread argument that, despite six years of formal teaching, most Japanese students still have difficulty in carrying out conversations with native English speakers. Why this should come as a shock to anyone is the real question. If one argues that an ability to apply an academic skill comfortably to real life situations should be expected of high school graduates, why are teachers of physics, chemistry, history etc. not likewise criticized? After all, given six years of sociology how many high school graduates can apply this knowledge in a productive way in society? After ten years of math or science, how many high school graduates would feel comfortable designing a bridge or predicting the effect of climate on flora? The point is . . . do *any* high school subjects lead to students being able to use the fruits of those lessons on a daily basis in society? No! So why then is it expected that students who have studied English are expected to maintain a functional, or even expert, native-like level of skill in society?

Next comes the oft-heard claim that Japanese English teachers are rooted in either outdated audio-lingual paradigms or mired in the (gasp!) grammar-translation method. Unfortunately, this over-generalization leads to not a small amount of smugness on the part of newly arrived foreign teachers in Japan, oozing with sophomoric hubris in being able to show the Japanese English teachers, many of whom have ten to twenty years classroom experience, how to "do it right." If some resistance is felt by the veteran Japanese English teacher to the newcomers fresh out of their home country's college system, it is entirely understandable.

I have given or been involved with presentations geared towards Japanese secondary school teachers all over Japan for some years now and have been pleasantly surprised by the willingness Japanese teachers have shown to attend these seminars (despite their very busy schedules), and to make concerted efforts to adapt new methodologies to their classes. Doubtless, vestiges of unshakable tradition remain entrenched, but the sense of change in classrooms over the past decade has been palpable. The image of the hapless Japanese English teacher, still believing that the grammar-translation method is current and effective, is quickly becoming an outdated stereotype.

Third, and perhaps most interestingly, I wonder if all such methodologies and practices are really so utterly hopeless. I ask this because noted English scholars such as Michael McCarthy, Michael Lewis and Terry Shortall are currently restating the value of drills and the use of grammatical prototypes as a classroom necessity. McCarthy has argued that basic rote memorization is just about the only way a vocabulary foundation can be established, a solid basis that will then allow for more complex and varied lexical development at later stages. Lewis has often criticized the shortsightedness of the "communicative method" as carried out by many teachers assuming to be "progressive." After all, Lewis argues, if the teacher is merely providing "motivating" contexts for the students to chat in, where is the new language input? Won't students simply regurgitate the tired old, incomplete vocabulary, structures and discourse patterns they've been stuck with for years? Shortall has pointed out the value of utilizing grammatical prototypes, despite popular ridicule that certain models of language are not particularly representative of real-life discourse. He argues that grammatical prototypes are perfectly acceptable as classroom texts at an early stage, because they provide good support for cognitive linguistic categories (provided that learners then proceed to authentic texts thereafter). Moreover, numerous scholars are now recognizing the importance of a phonological "loop" in language acquisition, further legitimizing the role of drills and rote memorization .

Finally, what is the purpose of English education in Japan's secondary schools? Monbusho itself seems somewhat schizophrenic on this question, paying lip service to the necessity of "communicative skills" while doing little to lessen teachers' curricula burdens nor using much muscle in influencing the design of university entrance exams. But one has to wonder why so many unquestioningly believe that the primary purpose of

日本人英語教師の時代遅れのメソッドと伝統的な態度は日本における言語教育のフォークロアの一部である。しかしながら、実際には、これら教師の成果は好意的にあらゆる科目に他の教授と比較されている。コミュニカティブに教えるということと試験のために教えるという矛盾に関わらず、日本人英語教師は、基礎教養を身につけさせるという彼らの仕事を行っており、それは成功している。改革のために、どう正しく行動するかについて議論する時期に来ているだろう。

secondary English education should be to produce people who can communicate to the world in English? After all, the primary purpose of teaching geometry is not to produce students who can apply these skills to engineering or architecture!

Rather, it would seem that the purpose of educating students in secondary schools is the belief that it gives them a grounding in general cognitive discipline that provides a foundation for real learning at a later stage. (One could refer to it as "learning how to learn.") So then, why should English be treated differently and thus scapegoated for its supposedly outdated and unproductive methods? Why is the success of English alone measured as if it were a vocational school subject?

Are Japanese English teachers really that bad? No. When my students arrive at the university level they have a basic grounding in grammar, vocabulary, spelling and pronunciation, just as they are expected to display rudimentary, not expert, skills when they begin their university biology or history courses. If the students arrive with these basic skills, and we should really expect no more, I think it's high time that we start talking about what the secondary school English teaches are doing RIGHT!

Reader's View, cont'd from p. 6.

evant published information, in the JALT bylaws found in the April 1999 *Directory Supplement*, concern *criteria*, rather than procedures, for SIG formation. But there is ample official and unofficial guidance available *for those who look*. Probably the best way to get a SIG started—or to undertake any JALT project or role—is to ask those who have recently done so. Three new SIGs have formed in the past year, and those who represent them in the contact information section of "SIG News" doubtless have a great deal of knowledge and experience to share. Again, consulting the *Directory Supplement* will furnish interested members with the names and contact numbers of over 400 volunteers who are eager to share their knowledge and assistance, including Peter Gray, the SIG Representative Liaison, whose contact numbers are listed under the Bilingualism SIG contact information in this issue.

Up-to-date information does not circulate easily throughout JALT, which comprises many quasi-autonomous, non-coordinated parts. (See the Recording Secretary's message in JALT News, this issue.) Most volunteeers have all they can do to carry out their tasks. Taking the additional initiative to write them up and find a way to disseminate them is hypervoluntarism. It is surprising that so many do go the extra mile to update manuals, create informational websites, write databases, press releases, and so on, *in addition* to their usual volunteer duties. (One such hero has cited the *Directory Supplement* as "*the* most useful JALT publication" for finding information and contacts.)

In all cold realism, the only sure way to see something happen in JALT is to change the beginning of the question from "Why doesn't JALT . . . ?" to "How can I help to . . . ?" and find the right person to ask. It's also a great way to break down isolation. When you reach the right people, you'll find they've been hoping all along for the right person to call. Perhaps the most difficult yet most empowering realization for members to experience is that *there is no transcendental JALT, separate and aloof from the member individuals and organizations.*

Finally, the relevance of articles on labor issues: First of all, episodes of institutional governmental job discrimination like the Kumamoto Prefectural University case are deemed worthy of front page coverage by *The New York Times* ("Japan's Cultural Bias Against Foreigners Comes Under Attack," November 15, 1999). Certainly they are proper subjects for the publication of the victims' own professional organization.

We question Harper's claim that most English teachers in Japan are "working with no benefit package, pension plan, valid contract or tenure." As Suzanne Yonesaka pointed out in the November issue, each year over 1000 new teachers *join* the ranks of public secondary school English teachers alone (*TLT 23*, 11). Perhaps the claim should be interpreted as "most *expatriate* English teachers in Japan." While some—David Paul and William Gatton come to mind—have made a disproportionately large contribution to JALT, proprieters of small independent businesses like Harper himself are relatively few in number compared to secondary and tertiary language teachers—in JALT and in Japan.

We know that instructors in commercial schools have few benefits as a rule, and little protection from arbitrary employer decisions, and we would welcome articles on improving their working conditions, which may often fall far short of those in secondary and tertiary positions. However, articles about secondary and tertiary school labor conditions *are* of interest to many commercial instructors, precisely because they aspire to positions in schools and colleges which do offer benefit packages, pension plans, health insurance, and the other routine perquisites of salaried professional employment. (Note, for example, the response from self-employed instructor James Scott (*TLT 23*, 11), responding to Aldwinckle's (*TLT 23*, 8) piece on "10+ Questions" for university job seekers.")

Thus it is in the interests of not only current but aspiring tertiary teachers for *TLT* to publish articles like "A New System of University Tenure" (Aldwinckle, Fox, & Ishida, *TLT 23*, 8). This was *TLT*'s first coverage of the *Ninkisei Hou*, a law passed in 1997, with literally unprecedented consequences for native Japanese and expatriate college teachers—*and the relationships between them.* We have no doubt published and no doubt will publish articles of little value or importance to most members, but this was not among them.

Side by Side 1-4

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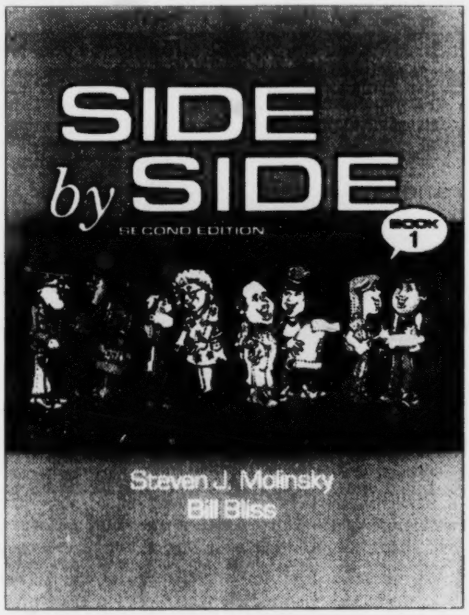

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A SIG in Your Life

CUE - College and University Educators SIG

CUE is on a roll! Our publication *On CUE* is a huge success. Our membership is up as well. We are building a strong international profile and a closely-knit online community. We have laid the foundations for a successful mini-conference in 2000 and are planning to publish projects through 2001. From a largely passive past; the College and University Educators SIG has just had one of its most active years yet, and is looking forward to being even more active this year.

CUE's odyssey began as one of the first and largest SIGs when first created way back in the mists of time (about six years ago). Since then, it has generally filled the requirements of what a SIG should do/be but has never really extended itself, or fully accessed the power of its vast membership. CUE has regularly held its CUE Forum at the JALT national conference, which has always been well attended, and has sponsored several featured speaker presenters over the years including Susan Steinbach last year and Amy Tsui in 1998. CUE has also published *On CUE* three times a year and maintains an information-rich webpage at http://www.wild-e.org/cue/. The aim of the current executive board is to attempt to mobilize the near 300 members of CUE around the country to contribute concretely to the development of the organization and to help it grow in both stature and influence. Our vision for the future is of a dynamic national and international network of university educators making a real difference in tertiary education. We want to create both an autonomous support mechanism for all university educators teaching in a language that is not their students' first, in Japan or elsewhere, and to provide communication channels through which educators with specific interests come together for research, developmental and social purposes.

At the beginning of this year, we re-launched our newsletter, *On CUE*, in a new format, for it is our editors' priority to move towards upgrading *On CUE* to "journal" status. To this end, we obtained an ISSN registration and hope, through the institution of an editorial board, to make *On CUE* fully peer reviewed in the coming year.

We believe that *On CUE* has the potential for becoming a world-class teaching publication for College and University Educators. We also believe that CUE can become more international. One project that we would like help with is contacting organizations with a focus on colleges and university in other countries. With the expansion of the Internet, the possibilities for international collaboration on publication, research and conferences are endless. In addition, to aid professional collaboration, we are currently working on the mechanics behind a research database which will simultaneously be a kind of online CV for CUE members and a way to locate others with similar research interests for collaborative projects.

Our membership has increased slightly but more importantly, people have become actively involved. On several fronts, we are experiencing explosions of activity in CUE. At our AGM this year, many of the over twenty participants volunteered their services for the new editorial board and PR work (perhaps due to the free wine?); we thank them deeply for their help. Our mailing list CMN-talk has finally lifted off and is now enjoying a lively mixture of discussion on a number of topics. Recently, we have been discussing the state of EFL in Japan, discourse styles, and different formats for conferences and presentations within conferences on this list. There is no shortage of opinions, but after a less than harmonious start, the list appears to be policing itself well. Anyone perhaps scared off by earlier, overly argumentative discussions may want to sign on again to experience the gentler, but no less analytical tone the list is now taking.

A lot of interest has also been expressed in our main activity for the year 2000, the CUE mini-conference: "Content and Language Education: Looking at the Future." This major event is being hosted by Keisen University in Tama Center, Tokyo, where we are hoping to attract 250-300 participants for a two-day exploration of content-centered teaching and learning including presentations, workshops, and student and teacher poster sessions. The deadline for submitting proposals for the conference is February 29th and the pre-registration deadline is April 1st. Detailed information can be found at the CUE website: http://www.wild-e.org/cue/conferences/content.html.

All in all, we are in for a busy year: the mini-conference, our usual strong presence at JALT 2000 and various regional events, continuing publication of *On CUE*, mini-conference proceedings (hopefully free to all CUE members) and the launch of the CUE Research Database in the spring. I think you'll agree we are worth your 1500 yen. However, we can always use more hands. CUE (and of course JALT) only works because individuals decide to help out. The more involved the membership, the better the organization and the more those involved members benefit from their membership. Please consider getting more for your money by contacting Alan Mackenzie: asm@typhoon.co.jp to discover what you can do for CUE and what CUE can do for you.

Alan Mackenzie

(Editors' Note)

In this issue, Alan Mackenzie talks in glowing terms of the CUE SIG and invites aboard all interested. The coeditors of this column encourage 800-850 word reports (in English, Japanese, or a combination of both) from chapters and SIGs alike.

Listen and Hear 1-3

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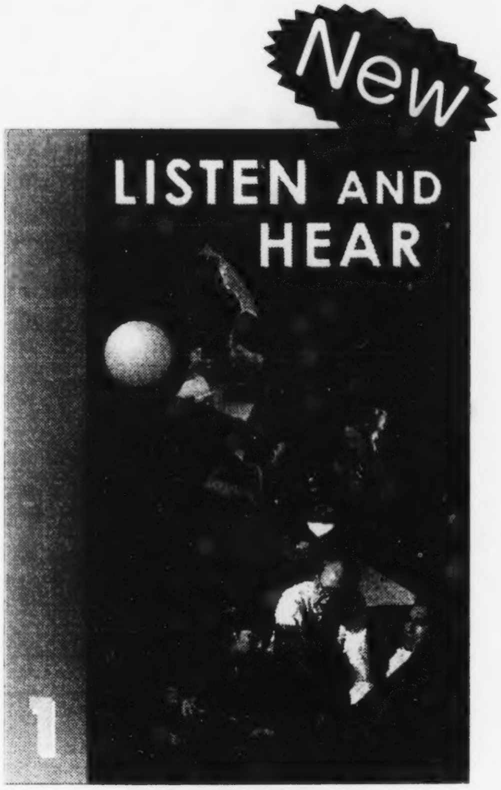

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edited by sandra j. smith & oishi harumi

Show and Tell: *A Practical Approach to Lower-level Speeches*

Chuck Anderson, ***Athenee Francais***

Presentations are standard activities in upper-level EFL/ESL classrooms. In lower-level classes, it is possible to have students give speeches if the standards and expectations are set to the language level of the students. "Show and Tell," from elementary schools in North America, provides a workable model for presentations by beginning through pre-intermediate students. The purpose of this paper is to present an approach to Show and Tell that has been very successful.

Introducing Show and Tell

I explain that Show and Tell comes from an elementary school activity in which students bring something from home to show the class and talk about. I mention that it is also an idiom for a meeting where people share things they have been doing. I also emphasize that it is not "Tell and Tell"; they must have something to show. Next I do a Show and Tell from a trip I've taken to Pennan, Scotland, the location of the movie *Local Hero*. I include large photos of the village, a short segment of the movie that shows the town, and a map of Scotland.

I list types of things they could show with actual examples from what other students have done. I emphasize that whatever they choose should be interesting and that their presentations should be from one to three minutes long.

Things they can show:

> *Something from a Trip:* One time a student showed us a ring that a woman he met in Paris had given to him and told how they met.
>
> *Something from a Hobby:* One student first showed us her collection of cat figurines, then reached in her book bag and brought out one of her live cats!
>
> *A Video Tape:* One student, a ballet teacher, showed us a video of ballet and stopped the tape to explain different dance steps. Another brought in his snowboard and after telling about his hobby showed us a video of himself snowboarding. Two students have shared videos of themselves on national TV. For video and audio tapes, I make it clear that no more than one minute of tape should be used.
>
> *Photographs:* One student did a presentation on an outdoor theater in Ireland that he had been to. As he presented his photos, he joined them together on the board until they made a montage of the theater. There is one strict rule: no small photographs. I show a small photograph to make my point: "Can you see it? Is it interesting?" Photographs must be at least B5 size. Enlarged color photocopies are quicker and cheaper than prints.
>
> *Recipes:* One student showed us how to make miso and then let us sample her homemade product. Many have treated us to cookies and cakes.

Why?

Next I explain that they need to be able to explain why they are showing the thing to us. I give this example: A student brought in a chunk of masonry. We thought that a piece of rock wasn't interesting at first, but then he said, "I want to show you this because it almost killed me." He went on to explain that he had been walking through the Familia Basilica in Barcelona when he heard a crash behind him and turned around to see a pile of rubble. If he had been a little slower, he would have been killed.

Show and Tell Calendar

If possible, I recommend that students give their presentations to the whole class throughout the school term. Best is one or two presentations per class session. In a large class with limited time, students could give presentations to small groups of four or five, simultaneously. However, doing a presentation in front of a large class leaves the students with a greater feeling of accomplishment.

The Presentation

As the student comes to the front, most are nervous, so I take a few minutes to talk to the student in front of the class:

> Ladies and gentlemen, this is Marie. Marie, what is your family name? What does it mean? Where is your hometown? Do you still live there? Where do you live now? Do you like living there?

It's almost always the same, but for those that are more nervous I may stretch it a little to give them a chance to get composed. Then I introduce the student and say, "Let's welcome her." The other students and I give a welcoming round of applause. We applaud again at the end.

Evaluation

The best evaluation is the applause of one's classmates. For our classes at Athenee Francais, there are speaking and listening tests, so Show and Tell is merely for fun. If evaluation is needed, I recommend that students be rated Excellent / Very Good / Good in two categories, Interest and General Presentation. The main point is to let them have a chance to see what they can do with the English they have.

Audience Participation

During a presentation students are encouraged to listen. I choose a different person each time to listen and ask a question at the end of the presentation. Other students are encouraged to ask additional questions. In most cases, the Show and Tell object is passed around the room.

At the Finish

At the end of class I make a point of thanking the presenters again for their Show and Tell. The message is that they have given us something of value and we appreciate it.

In Conclusion

Students have told me at class parties and on other occasions that, at first, they hated Show and Tell, but after they did it, they found it a wonderful experience. It gives them and me a chance to know more about the others in the room. Just recently, two dull-looking businessmen surprised us with their presentations. One was a glass blower on weekends and showed us 10 professional-level pieces he had made; the other was a racecar driver in his spare time!

Quick Guide
Key Words: Public Speaking
Learner English Level: Beginner to Low Intermediate
Learner Maturity Level: Junior High School to Adult
Preparation Time: 30 to 60 minutes
Activity Time: 1 to 5 minutes per student

Reviewing with UNO

Michael J. Crawford, *Hokkaido University of Education*

UNO is a simple and popular card game that most readers are probably familiar with. Although the game originated outside of Japan, it is now popular here and most people know at least the basic rules of play. Here is a review activity that can be used with UNO.

The UNO Game

First of all, although UNO can be played using a regular deck of playing cards, it is easier to use the deck of cards made especially for the game. The cards are readily available in Japan and come with instructions in Japanese. The basic aim of the game is to get rid of all of your cards by discarding cards which match the color and/or number of the top card in the discard pile. If you cannot discard, you must pick up a card from the stockpile and wait until it is your turn again. The first person to get rid of all of his or her cards (without forgetting to say "uno!" when down to only one card) is the winner.

The Review Activity

Before the students begin the game, give each of them a numbered question sheet which covers grammar points, vocabulary items, or topics that you would like to review. Tell them to play the game as they normally would but with one addition: Each time that they cannot play a card, they must refer to the question sheet and ask one of their classmates a question before play can continue. For an example, please refer to the sample question sheet below. Let us say that after dealing out the cards, play begins and the players are able to discard for the first two rounds of play. On the third round, however, one student, Yuki, is unable to discard. She looks at the card on top of the discard pile and sees that it is a five. Accordingly, she looks at the question sheet, finds question number five, and asks one of the other players, "You aren't afraid of snakes, are you?" After the question is answered, Yuki picks up a card from the stockpile and play continues.

Miscellaneous Points

The game works best with groups of five to seven students. With large classes, if you have several sets of cards, you can have several different games going on simultaneously.

If a student makes a mistake asking a question and it is noticed by another player, a penalty of one extra card can be assessed. In the example above, if Yuki had said "You have a pet snake, are you?" and one of the other students noticed that this was incorrect, instead of taking one card from the stockpile she would have to take two.

Students often seem to have their own "variations" on the rules for the game. I find that it is useful to let the students explain their variations, and then let the group negotiate whether or not to use them.

Sample question sheet: Reviewing tag questions

0. ______________, didn't she?
1. ______________, can't they?
2. ______________, aren't I?
3. ______________, should we?
4. ______________, won't they?

5. ______________, are you?
6. ______________, have you?
7. ______________, is it?
8. ______________, wouldn't they?
9. ______________, hadn't we?
Draw two. ________, do you?
Draw four. ________, isn't it?
Reverse. __________, have they?
Skip. _____________, did you?

Quick Guide
Key Words: Games, Review
Learner English Level: All
Learner Maturity Level: All
Preparation time: about 30 minutes
Activity time: 25-45 minutes

Doyon, cont'd from p. 16.

transactions are graded from lower-anxiety-producing to higher-anxiety-producing, we can desensitize students to the anxiety-producing affects that it causes within the students.

For example, pair-work may be very low on a scale of anxiety producing transactions, whereas giving a speech in front of the class might be very high. By starting out with mostly pair-work activities and gradually introducing activities which are little higher on the scale, teachers can desensitize students to the interactions which are more likely to cause anxiety for them.

Relaxation Techniques

It is also very beneficial for teachers to teach their students how to relax. There are a number of techniques from yoga, to mediation, to biofeedback, which can be useful for students. One technique I had success using in class was to have the students focus on their feelings of anxiety by having them visualize its shape, color, location, and intensity. While it was different for all of the students, it was fascinating to see, for example, a black square with an intensity of ten in the pit of a student's stomach, change into a white circle with an intensity of one float away from the student's body and across the room.

Conclusion

This article examined shyness in the Japanese EFL classroom was examined. A comprehensive definition of shyness was presented with respect to the concepts of initiative and evaluation. An in-depth analysis followed in which shyness was looked at from the angles of why it is a problem, what it is, what causes it, and what to do about it. It is my hope to have shed some light on these complex and often misunderstood phenomena and that by being better informed, teachers will be able to deal with the enigma of shyness in their classrooms.

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Authors

An MA graduate of the School for International Training and a student in Sheffield University's Japanese master's program, **Paul Doyon** teaches at Asahi University and is president of the Gifu JALT affiliate chapter.

Tim Murphey is a professor in Nanzan University's graduate school and collaborates in teacher education institutes in Finland, Switzerland, and Japan. mits@ic.nanzan-u.ac.jp

Kazuyoshi Sato is presently completing research for his PhD with the University of Queensland, doing research in Japan on teacher development and beliefs in specific social contexts. Address: 1-1203-3, Nakajimashinmachi, Nakagawa-ku, Nagoya 454-0932 Japan E-mail: yoshis@usiwakamaru.or.jp Phone & Fax: 052-362-4372

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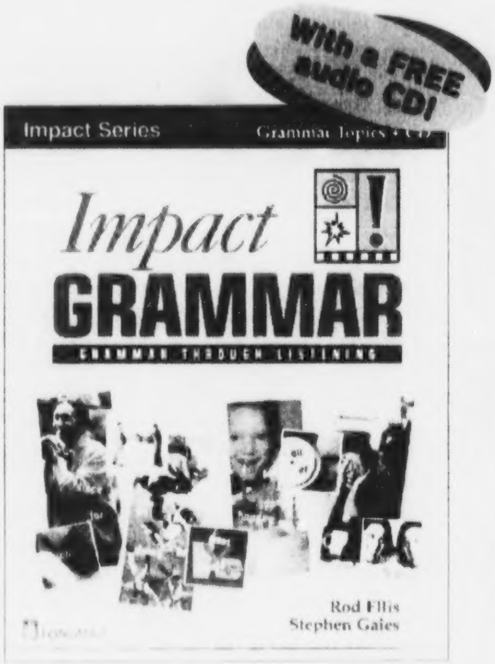
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Book Reviews

edited by katharine isbell & oda masaki

Extensive Reading In The Second Language Classroom. Richard R. Day and Julian Bamford. Cambridge: CUP, 1998. pp. 218. ¥4530. ISBN: 56829-3.

Day and Bamford aim to provide a theoretical and pedagogical foundation for the premise that extensive reading (ER) should be an integral part of second language reading instruction (p. xiii). They define ER as the reading for pleasure of large amounts of self-selected texts, usually books (graded readers), the structures and vocabulary of which are well within the students' linguistic capability. They then provide guidelines on how to set up and run an ER program.

The book is divided into three parts with the first part examining reading theories in general. Research into ER, with particular reference to affect, vocabulary, linguistic competence, writing, and spelling, is reviewed. The authors firmly believe that L1 models are relevant to L2 reading and that interactive models best account for the reading process. As the texts selected for ER need to be well within the students' reading capability, the authors posit an i-1 hypothesis (p. 16), in which the affective filter (Krashen, 1985) is lowered once the students appreciate the pleasure to be derived from the materials.

Part 2 discusses the materials available for an ER programme and, in particular, addresses the issue of authentic texts versus simplified or specially written texts. It is noted (p. 54) that materials writers themselves disagree about what constitutes authenticity. The authors come out very strongly in favour of simplified and specially written materials, arguing that lower-level readers simply do not have the linguistic resources to deal with authentic text written for native speaker readers.

The final section and an appendix account for over half the book and constitute a very useful, practical guide to setting up, running, and evaluating an ER programme. The authors give information on materials that are available, the mechanics of a library, techniques to monitor students' reading, post-reading activities, and programme evaluation. The appendix provides additional detailed reviews of graded readers, briefly outlining the strengths and weaknesses of the various series of books available on the market.

Primarily, this is a practical book, its great strength being the section which looks at how to implement an ER programme. Anyone thinking about setting up such a programme would appreciate the advice given in *Extensive Reading*. My own experience in a Japanese high school leads me to believe that ER is vital. However, each teaching situation is unique, and there is really only one way to find out how ER fits into any given context—set up a programme—and this book is as good a place to start as any.

Reference

Krashen, S. (1985). *The Input Hypothesis: Issues And Implications*. Torrance, CA: Laredo

Reviewed by Simon Evans, Shumei Eiko Gakuen

Queer Japan: Personal Stories of Japanese Lesbians, Gays, Bisexuals and Transsexuals. Barbara Summerhawk, Cheiron McMahill, and Darren McDonald, Eds. Norwich, VT: New Victoria Publishers, 1998. pp. 216. $16.95. ISBN: 0-934678-97-9 or 1-892281-00-7.

Summerhawk, McMahill, and McDonald have put together an anthology of short autobiographies entirely in English that is precedent-setting in Japan. The initial catalyst for producing the book was a media report "full of innuendoes and fabricated dialogue" of an elderly lesbian that "reflected the perverted curiosity of a public whose consciousness was yet dimly lit on lesbians and queers in general" (p. 1). If *Queer Japan* were in Japanese, it would be the first of its kind to redress the ignorance of sexual diversity among the Japanese themselves. So far, however, there are no plans for a Japanese edition.

The editors have taken a lot of time and trouble to respectively involve a kaleidoscope of queers regardless of politics. There are 18 stories, between 1000 to 7000 words each (3 to 20 pages), from Japanese lesbians (young and old), gay men (mostly young), bisexuals (young, middle-aged, and married), and a transsexual. All were translated from Japanese into not strictly native English, which may account for the proofreading problems. There appears to have been some attempt to adapt the language to better accommodate Japanese concepts.

The three appendices document lesbian demography, responses to a sexual diversity questionnaire given by Japan's Womyn's BiNet, and the High Court battle between OCCUR and the Tokyo Metropolitan Government. These appendices assure the book a place as a modern historical document.

The book is balanced, well organized, and redresses the low profile of women-who-love-women and of bisexuals. It shows sensitivity to the cultural context of Japan and provides a compassionate picture of queers, warts and all. Perhaps the senior women in this book are the most remarkable, for they have lived through war and great social change. There are, however, no elderly men represented.

Being gay in Japan is not the sin it is in the West. The real sin here is to disrupt social harmony, and pressure to marry increases with age. After six and a half years living in Japan as a gay man, I have come to believe that while there is now more tolerance (less violence) toward homosexuals in Japan, there is less open acceptance than in the West.

As a classroom text *Queer Japan* has some possibilities for two reasons: it is a series of short stories and the English is perhaps at a more comprehensible level than authentic literature. Also, the cultural context is, of course, familiar to our students. While not intended as a class textbook, it is sufficiently flexible, for example, to ask my composition students to summarize a story of their choice. Alternatively, you could assign pairs of students to chapters and ask them to review them. Then after several presentations, the class could draw out similarities and differences between the contributors' experiences and discuss them. This could be followed up by debating any outstanding issues. In any event, I recommend *Queer Japan* as a very good read indeed.

Reviewed by Simon Cole
Institute of Foreign Language Education,
Kurume University

Window on Britain. Richard MacAndrew. Oxford: Oxford University Press, 1998. Video. ¥16,500. ISBN: 0-19-459038-0.

This video on British culture consists of eight units, each concentrating on the most common topics taught in EFL courses: the state, schools, food, homes, sport, festivals, pop music, and London. The topics are explored by a presenter who cheerfully introduces the culture and lifestyle of the British. There is an accompanying activity book for students and a video guide for teachers.

Every unit in the student book is structured according to the same pattern: before, while, and after you watch activities, followed by a section on reading and writing. The pre-viewing section is aimed at eliciting what students already know about a topic. I consider this part important because it gives students a chance to check on the meaning of unfamiliar words and expressions. The section students complete while viewing the video provides a range of activities to help them understand what they see and hear in the video. These activities have both educational and testing value, as students can learn and at the same time assess how much they understand. The post-viewing part focuses on oral speech. Working in pairs and groups, students are supposed to activate their speaking skills.

The teacher's guide provides step-by-step comprehensive instructions, as well as viewing techniques. The detailed comments given for every unit minimize teachers' preparation time.

I showed *Window on Britain* to both first- and second-year college students taking an international culture seminar program. After watching the video and working on the corresponding activities, I asked the students to fill out questionnaires containing a number of questions about the video, topics, and activities.

The level of linguistic difficulty of the video is obviously higher than the "aimed at learners in their first year of English" claimed on the cover of the activity book. Probably if this were a class of ELS students residing in Britain, this might be true. However, this recommendation is hardly applicable to EFL learners in Japan. My estimation is that this material is useful for EFL students from with upper-elementary to low-intermediate English language skills.

The topics covered in the video are informative and interesting enough for students. The presentation is clear, and the presenter and the people interviewed have good diction—unfortunately, a very rare feature in EFL video these days. Most activities are engaging and quite enjoyable for students. The highest rated ones were puzzles. Pair and group activities also were also popular with students.

I can highly recommend this video for use in colleges and universities. It provides a good basis for developing students' communicative competence and also represents a source of basic cultural information about Britain. Most of my students noted that this video was their first encounter with certain facts of British culture.

Reviewed by Dr. T. Putintseva
Koryo International College, Aichi

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of January. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

!Littlejohn, A., & Hicks, D. (1998). Cambridge English for schools: Book four (student's, teacher's, workbook, cassettes, workbook cassette). Cambridge: Cambridge University Press.

!O'Dell, F. (1997). English panorama 1: A course for advanced learners (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

!O'Dell, F. (1998). English panorama 2: A course for advanced learners (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

!Slater, S., & Haines, S. (1998). True to life: Starter (student's, teacher's, workbook, cassettes). Cambridge: Cambridge University Press.

!Spratt, M., & Taylor, L. (1997). The Cambridge CAE course (student's, teacher's, workbook, cassettes).

English for Business

!Jones-Macziola, S. (1998). Further ahead: A communication course for business English (student's, teacher's, workbook, cassette, workbook cassette). Cambridge: Cambridge University Press.

English for Specific Purposes

Lee, D., Hall, C., & Hurley, M. (1991). American legal English: Using languages in legal contexts. Ann Arbor: University of Michigan Press.

Global Issues

*Dougill, J. (1999). Culture through movies. Tokyo: Eichosha.

Listening

!Espeseth, M. (1999). Academic listening encounters: Listening, note taking, and discussion: Content focus, human behavior (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

Supplementary Materials

!Hancock, M. (1998). Singing grammar: Teaching grammar through songs (resource book, cassette). Cambridge: Cambridge University Press.

!Obee, B. (1999). The grammar activity book: A resource book of grammar for young students. Cambridge: Cambridge University Press.

For Teachers

Leonard, T. (with translation by 須藤詩子) (1999). East meets west: Problems and solutions: Understanding misunderstandings between JTEs and ALTs. 東京：大修館書店。

JALT News

edited by thom simmons

Official JALT Communications and Reports

This is an official communication from the outgoing National Recording Secretary to clarify and further communication procedures among JALT members and officers.

Incoming National Recording Secretary—Amy Hawley (2000-01) will assume responsibility to publish the JENL (JALT Executive NewsLetter) and coordinate and keep records of official communications at the national level.

The National Recording Secretary List—Therefore, the Recording Secretary maintains an official internet mailing list, dedicated solely to JALT national level communications and business. To get into and stay in the loop, therefore, each Chapter, SIG, and National Committee needs to designate a person to communicate with the Recording Secretary, shortone@gol.com, this month if they have not already done so. It is this list, not the various discussion lists, that is the conduit for official business—and only official business.

JENL: ExBo Agenda and Reports—Any officers, committees, or members in general seeking to present proposals, reports, or other business before the Executive Board, JALT's main decision-making body, must first contact the Recording Secretary, who then composes the Executive Board Meeting agenda with the President. With the exceptions listed below, all other news and official information should be communicated to the National Officers through the recording Secretary, both to avoid redundancy and to ensure complete and recorded communication exchanges.

Treasury Reports: Chapter Liaison—Chapter treasurers should contact liaison Barry Mateer, barrym@gol.com promptly, to discuss their concerns and responsibilities. Mandatory chapter year end reports are due at the JALT Central Office Finance Department by April 15, 2000. Barry would like to retire from office on March 31 and welcomes a volunteer from the general membership to receive some training and to take over his duties.

Treasury Reports: SIG Liaison—By the 15th of every month, each JALT SIG must submit an expense report of the previous month to Tadashi Ishida, BYY05562@nifty.ne.jp. Mandatory year end reports are due at the JALT Central Office Finance Department by April 15, 2000. Failure to submit all reports, monthly and annual, by May 15 means that the annual SIG grant will be forfeited.

If JALT achieves a surplus over the balanced-budget target approved by the Executive Board and Annual General Meeting, a reimbursement for membership dues may be given to up to three eligible officers in each SIG. Claims must be made by the SIG coordinator to the Financial Manager in the Central Office by January 28.

Treasury Reports: Financial Manager and Bookkeeper—In general, directors and all officers please be advised that the new Non-Profit Organization Constitution requires an activity report, inventory of assets, balance sheet and statement of revenues and expenditures be made *promptly* by April 15 to the financial manager, Motonobu Takubo, jalt@gol.com and bookkeeper Matsuzaki Yumi, 03-3837-1633. They welcome questions about your group's financial responsibilities and concerns. Any claim for activities older than 3 months will be sent to the finance committee.

Director of the Treasury

Director of the Treasury—Under the provisions of the Non-Profit Organization (NPO) law, the national treasurer is now called the "Director of the Treasury." The Annual General Meeting approved David McMurray, mcmurray@fpu.ac.jp, to fill the office from January 1, 2000 to December 31, 2000. He welcomes questions from the membership and encourages regular and associate members, partner associations, and granting agencies to participate in the current financial recovery plan for JALT. Strategies and results are regularly communicated in the

TLT JALT News column, linked on the www.jalt.org website, and presented at the Annual General Meeting as well as officer meetings and on the JALTEXBO, CHAPREP and SIGNIF listservers.

Fund-Raising and Sales—The NPO law allows JALT to receive donations and perform fundraising activities. Jerry Halvorsen, jerryhal@voicenet.co.jp, would be pleased to hear recommendations for prospective associate and commercial members or fundraising ideas for JALT. All members of JALT, corporations, granting agencies, and other organizations and individuals in the community are kindly reminded they may send in their donations for this fiscal year ending March 31, 2000. The JALT finance department will acknowledge and receipt all donations. Payment may be made by postal *furikae* transfer to the JALT account, by mail to the Central Office, or by bank transfer to: Fuji Bank; Torigoe Branch (# 145); Account Number 1508042; Account Type: Savings (*futsu*); Account Name: JALT.

Bulletin Board

edited by david dycus and kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a **paragraph format** and not in abbreviated or outline form.

Final Call for Papers and Call for Participation: *JALTCALL2000 Conference*—The annual national conference of the Computer-Assisted Language Learning (CALL) SIG, JALTCALL2000: "Directions and Debates at the New Millennium," will be held at Tokyo University of Technology from June 9 to June 12, 2000. The deadline for (online) papers is January 15, 2000. All members and nonmembers are welcome. All levels of computer skill are catered for. Both English and Japanese sessions are planned. The main event is from June 10 (Sat) to June 11 (Sun) with extra activities planned for June 9 (Fri) and June 12 (Mon). Hands-on sessions, practical tips, theoretical debate, excellent networking, and CALL materials will be on show—all at a beautiful campus and Japan's most state-of-the-art facility. For more details in both English and Japanese, see website: http://jaltcall.org/conferences/call2000/.

投稿・参加者募集: JALTCALL2000 Conference—コンピュータ利用語学学習(CALL) SIGの年次大会、JALTCALL2000「新しいミレニアムにおける方向性とディベート」が2000年6月9～12日に東京工業大学にて開催されます。投稿の締め切りは2000年1月15日です。会員、非会員を問わず歓迎いたします。全てのレベルのコンピュータスキルについても提供することができます。英語と日本語両言語によるセッションを予定しています。詳細は英文をご参照ください。

Call for Participation: *CUE Mini-Conference*—The CUE (College and University Educators) SIG will hold a mini-conference at Keisen University, Tama Center, Tokyo, on Saturday May 20 and Sunday May 21, 2000. Its theme is: "Content and Foreign Language Education: Looking at the Future." Proposals are invited for presentations, poster sessions, workshops, roundtables, and demonstrations on the theme of content-centered language learning including content- and theme-based education, sheltered-learning, and content classes taught in the learner's second language, with possible connections to skill-based learning and the learning of foreign languages for specific purposes (e.g. ESP). Contact CUE Programme Chair: Eamon McCafferty; eamon@gol.com. Details available at: http://www.wilde.org/cue/conferences/content.html. Online submission is available at http://www.wilde.org/cue/conferences/submissions.html. The deadline for submissions is February 29, 2000.

参加者募集: CUE Mini-Conference—大学外国語教育(CUE) Sigは、2000年5月20日（土）～21日（日）に、恵泉女学園大学(東京多摩センター)において、Mini-Conferenceを開催いたします。テーマは「コンテントと外国語教育：Looking at the future」です。内容・テーマ中心の教育、保護学習、学習者の第二言語で教授される内容クラス、ESPなどの技能中心の外国語学習など内容中心の言語学習のテーマについての発表、ポスターセッション、ワークショップ、ラウンドテーブルとデモンストレーションを歓迎いたします。詳細は英文をご参照ください。

Call for Papers: *CAJ Annual Conference in Tokyo*—The Communication Association of Japan (CAJ) will hold its annual conference on June 16-18, 2000, at Nihon University, Tokyo, Japan. Proposals for papers, mini-symposiums, and workshops are welcome on the conference theme of "Communication, Teaching, and Research for a Global Society" and for all areas involving communication and foreign language teaching. The deadline for proposals is January 15, 2000. For details about the deadline, proposal format, or for more information about the conference and CAJ, contact Takehide Kawashima; Dept. of English, College of Humanities & Sciences, Nihon University, 33-25-40 Sakurajosui, Setagaya-ku, Tokyo, Japan 156-0045; t: 81-3-5317-9707; f: 81-3-5317-9336.

投稿募集: CAJ Annual Conference in Tokyo—The Communication Association of Japan (CAJ)は2000年6月16-18日に日本大学において年次大会を開催いたします。「コミュニケーション、教授、グローバルな社会に向けての研究」というテーマ、およびコミュニケーション、外国語教育に関わる全ての領域についての論文、ミニシンポジウム、ワークショップの申し出を歓迎いたします。締め切りは2000年1月15日です。詳細、問い合わせ先に関しては英文をご参照ください。

Call for Papers: *FLEAT IV Conference in Kobe*—The 4th International Conference on Foreign Language Education and Technology (FLEAT IV) will be held at the Kobe Bay Sheraton Hotel, Ashigei Rokko Island College, and Rokko Island Center (RIC), Kobe, from July 29 to August 1, 2000. The theme is "Language Learning and Multimedia: Bridging Humanity and Technology."

FLEAT IV is currently inviting proposals for papers for oral or poster sessions. Presentations are to be in either English or Japanese. Presentation time is 30 minutes for an oral session, including 10 minutes of discussion, and 2 hours for a poster session. Those interested should send an abstract in English (not Japanese) of about 500 words. Abstracts should be sent via email to fleatproposal@kuins.ac.jp. Accompanying the abstract, include the following information: a) presenter's name: surname, first name, middle initial (if any); b) presenter's affiliation; c) title of the presentation; d) presenter's email address; e) presenter's postal address; f) presenter's telephone and fax numbers; g) coauthor's name(s) (if any); h) coauthor's affiliations; i) coauthor's title(s); j) language of the presentation: English or Japanese; k) type of presentation: oral or poster; l) presentation title (repeated). All proposals must be received by Thursday January 20, 2000. Further conference details will be available at http://www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html. Unless otherwise specified, all correspondence will be via email. For inquiries, contact Jun Arimoto, Vice Secretariat of FLEAT IV; fleatQ&A@kuins.ac.jp.

投稿募集: FLEAT IV Conference in Kobe—外国語教育とテクノロジー(FLEAT IV)の第四回国際会議が2000年7月29日から8月1日に開催されます。口頭発表かポスターセッションのための論文を現在募集中です。発表は英語か日本語のどちらか一方で、発表時間は、口頭発表では討論の10分を含む30分、ポスターセッションでは2時間です。発表希望者は500語程度の英語による概要をお送りください。締め切りは、2000年1月20日（木）です。概要は電子メールでfleatproposal@kuins.ac.jpにお送りください。詳細は、英文をご参照ください。

Call for Papers: *JALT Hokkaido 17th Annual Language Conference*—The JALT Hokkaido 17th Annual Language Conference will be held in Sapporo on Saturday and Sunday, June 10-11, 2000. The Hokkaido Chapter invites you to submit papers, in English or Japanese, on any aspect of language teaching in Japan. Presentation blocks will be 45 minutes and all equipment needs must be specified. If you have a preference for presenting on Saturday or Sunday, please indicate. Please check with the JALT Hokkaido homepage at http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/ for detailed formatting instructions of the abstract, name, contact information, title, and biographical data. Japanese papers should have an English summary attached. If possible, English papers should have a Japanese summary attached. The deadline for submitting papers is March 1, 2000. All abstracts must be submitted by email to Don Hinkelman, Conference Program Chair; hinkel@sgu.ac.jp.

投稿募集: JALT北海道第17回年次大会—JALT北海道第17回年次大会が2000年6月10日(土)~11日（日）に札幌で開催されます。北海道支部では日本における言語教授のあらゆる側面に関する英語、又は日本語の論文を募集いたします。発表は4 5 分で使用機材は事前に指定する必要があります。発表の曜日の希望がある場合には明記して下さい。要旨に関する詳細は、１２月に掲載されるＪＡＬＴ Hokkaido homepage http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/をご覧下さい。日本語論文は英語要旨を添付してください。もし可能なら英語論文も日本語要旨を添付してください。提出先、詳細は英文の連絡先をご参照ください。

Join the JALT 2000 Proposal Reading Committee—Here is your chance to do your bit for JALT. Volunteers are needed to read and score proposal abstracts for presentation in the JALT 2000 National Conference. Reading Committee members should be JALT members, should have attended at least one JALT national conference and should be available (in Japan and near your mailbox) from late February through the third week of March. No travel necessary. Just fill out the form below and mail or fax by February 1 to Gwendolyn Gallagher; Takasagodai 6 chome, Asahikawa 070-8061; t/f: 0166-63-1493; gallaghr@eolas-net.ne.jp.

Proposal Reader Information

Name:

Mailing address:

Phone: Fax:
(Please specify home or work)

Years of language teaching experience:

Current teaching situation:

How many JALT national conferences have you attended?

Do you have any proposal reading experience?

Please circle: I can read and evaluate abstracts in
English Japanese

Are there any dates between February 20 and March 30 when you would not be available to read? If so, please explain.

Call for Papers—*The Japan Journal of Multilingualism and Multiculturalism* welcomes well-written articles in English or Japanese reporting original research in the areas of bi/multilingualism, bi/multiculturalism, intercultural communication, and other related fields of study. Papers must not have been previously published or be under consideration for publication elsewhere. Feature articles should be no more than 5000 words, typed and double-spaced on A4 paper. The deadline for submissions to Volume 6 is February 1, 2000.

Submission guidelines are available from the editor, Mary Goebel Noguchi; 56-19 Yamashina Kusauchi, KyoTanabe 610-0311, Japan; f: 0774-63-6003; mnt00328@law.ritsumei.ac.jp.

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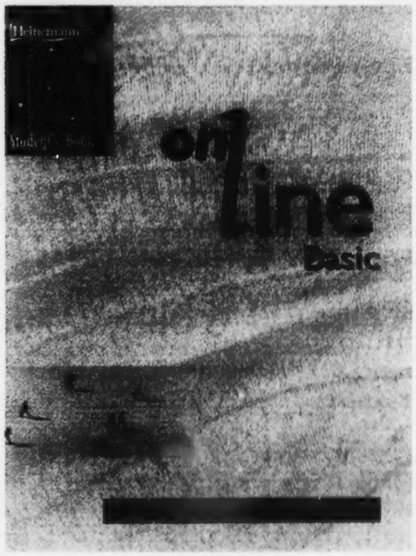

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投稿募集— 『多言語・多文化研究』は、バイリンガリズム、異文化コミュニケーションなどについての日本語論文の投稿を受け付けます。投稿する原稿には、すでに出版されているものや他の学術雑誌などに投稿中のものは対象としませんのでご注意下さい。原稿は、A４の用紙を用いワープロで横書きにし下さい。長さは、1行40字、1ページ30行で10枚以内です。手書きの原稿は受け付けられません。第6巻の投稿締切は2000年2月1日です。お問い合わせ先は以下通りです。

〒610-0311 京田辺市草内山科56-19 野口メアリー・ゲイブル
ファクス: 0774-63-6003、Email: mnt00328@law.ritsumei.ac.jp

***The Language Teacher* Staff Recruitment**—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc. cc.nagoya-u.ac.jp.

TLTスタッフ校正担当者募集—TLTでは、英語の校正担当者を募集しております。資格は言語教育経験を持つJALTメンバーで、日本に在住し、ファクス、電子メール、および、Macintosh fileを加工することができるコンピューターを持っていることです。担当者は、毎月数時間を校正作業やオンラインやオフラインの会議のため時間を使うことになります。詳細に関しては、英文をご参照ください。

研究発表募集: 異文化コミュニケーション研究会創立15周年記念年次大会—異文化コミュニケーション研究会(SIETAR JAPAN)は、2000年4月29日(土)から30日(日)まで桜美林大学(東京都町田市)にて創立１５周年記念年次大会を開催いたします。大会テーマはコミュニケーション21世紀への課題: 理論と実践の融合で、異文化コミュニケーション理論の実践応用、理論の日本およびアジアにおける汎用性、アジアにおける異文化コミュニケーション研究および理論に関する研究発表を募集しています。

研究発表　応募要項
1. 発表者　氏名
2. 発表者　所属
3. 連絡先(メールアドレス住所　電話　FAX)
   •自宅か勤務先かを明記してください。
4. 研究発表　題名
5. 研究発表　要約(英文300words/日本語は相当する長さ)
6. 大会プログラム記載情報
   •要約(英文 50 words/日本語は相当する長さ)
   •経歴(英文 25 words/日本語は相当する長さ)
7. 研究発表に必要な機材(OHP/Video/audio)
8. 締め切り　平成12年1月10日(月)

•応募書は英語か日本語で書いてください。
•応募書A4用紙使用、文字サイズ12、字体は自由です。
•応募書は、可能な限り電子メールで提出してください。

提出先:
・八代京子　研究室(日本語応募書提出先)
e-meil: kyasiro@reitaku-u.ac.jp
〒277-8686 千葉県柏市光が丘2-1-1麗澤大学　国際経済学部
・ジャクリーン・ワシレウスキー研究室(英文応募書提出先)
e-mail: wasilews@icu.ac.jp
〒181-0015 東京都三鷹市大沢3-10-2
国際基督教大学　教養学部　国際関係学科

Special Interest Group News・研究部会ニュース

edited by robert long

Interested in learning more about your SIG(s)? Please feel free to contact the coordinators listed after this column.
各専門部会の活動等に関しては、コラム下に掲載の各部会コーディネーターに直接お問い合わせください。

CUE—Deadline for papers for the CUE mini-conference on "Content and Language Education: Looking at the Future" is February 29, 2000. For submission guidelines, see the website at http://www.wild-e.org/cue/conferences/content.html or contact the CUE program chair Eamon McCaferty at eamon@gol.com. And don't forget that there is an ongoing Call for Submissions for *ON CUE*, the Journal of the CUE SIG. APA referenced articles of up to 2000 words with a focus on language education and related issues at the tertiary level are welcomed.

Bilingualism—The Bilingualism SIG's two newest publications are now on sale: Volume 5 of the *Japan Journal of Multilingualism and Multiculturalism* and the monograph *Bullying in Japanese School: International Perspectives.* Volumes 2-4 of the journal and our other monographs are also available. You're also invited to attend the Bilingualism and Biculturalism Symposium in Tokyo on January 23, a meeting co-sponsored with West Tokyo Chapter. See details in Chapter Meetings.

「他言語他文化研究第５巻」およびモノグラフ「日本の学校におけるいじめ：国際的な視点から」が発刊となりました。論文集２～４巻および、その他モノグラフもまだ在庫がございます。西

東京支部と共催の１月２３日に東京で開催される他言語・他文化シンポジウムにもぜひお越しください。詳細は、Chapter Meetings コラムをご覧ください。

GALE—2000 GALE Symposium and Retreat, Call for Proposals, June 24th-25th (Sat-Sun), Hiroshima City. Let's share our insights, research and inspiration in the relaxing setting of a hotspring hotel. Suggested presentation themes include the construction of gender in EFL classrooms, the inclusion (and exclusion) of alternative sexual orientations in EFL curriculum, and the contribution feminist and masculinist theories can make to content courses and EFL pedagogy. Send proposals online or by post (both disk and hard copy) to the GALE Co-Program Chair, Simon Cole, at saimon@cec.mii.kurume-u.ac.jp; Language Education Institute, Kurume University, 1635 Mii-machi, Kurume-shi, Fukuoka-ken, 839-0851; f: 0942-434797; t: 0942-434411 ext 664. Please check out our homepage at http://www2.gol.com/users/ath/gale/

Teaching Children—The Teaching Children SIG is starting out the New Year by focusing on FUN! This issue of *Teachers Learning with Children* is on "Extending Classroom Fun!" It provides teachers with tips and activities on how to make each class more fun, including practical activities you can use as well as tips from our columnists. All of us at the TC-SIG would like to wish you a Happy New Year!

児童部会は「楽しさ」に焦点をあてて新年をスタートします。児童教師に実用的なアクティビティー案等を提供する会報「TLC」最新号がまもなく発行となります。

Teacher Education—On April 22 & 23, 2000 there will be a two-day Action Research Retreat, on the theme of "Teacher Autonomy, Learner Autonomy." The weekend includes Andy Curtis, from Hong Kong Polytechnic University, leading 4 workshops and plenty of time for networking and collaboration. The retreat will be held north of Tokyo at British Hills, near the Shin Shirakawa Shinkansen stop. For more information, contact Lois Scott-Conley at lsc@cheerful.com; t: 042-796-1145.

４月２２日、２３日の両日、「教師の自立、学習者の自立」をテーマにアクション・リサーチ会合を東北新幹線新白河駅近くの British Hills にて開催します。

SIG Coordinators: please send your reports by email to long@dhs.kyutech.ac.jp or by fax: 093-884-3447. Thank you.

SIG Contact Information

Bilingualism—Peter Gray; t/f: 011-897-9891(h); pag@sapporo.email.ne.jp
Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); elin@gol.com
College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp
Global Issues in Language Education—Kip A. Cates; t/f 0857-31-5650(w); kcates@fed.tottori-u.ac.jp
Japanese as a Second Language—Stacey Tarvin Isomura; stacey@gol.com
Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); barrym@gol.com
Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp
Material Writers—James Swan; t/f: 0742-41-9576(w); swan@daibutsu.nara-u.ac.jp
Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w); haig@nagoya-wu.ac.jp
Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com (English), elnishi@gol.com (Japanese)
Teacher Education—Lois Scott-Conley; lois.scott-conley@sit.edu
Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); lyoffe@edu.gunma-u.ac.jp
Video—Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com; or januzzi@edu00.f-edu.fukui-u.ac.jp
Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp
Gender Awareness in Language Education—Cheiron McMahill; t: 270-65-8511(w); f: 270-65-9538(w); cheiron@gpwu.ac.jp

Forming SIGs

Pragmatics—Yuri Kite; ykite@gol.com; Eaton Churchill; PXQ00514@nifty.ne.jp
Applied Linguistics—Thom Simmons; t/f: 045-845-8242; malang@gol.com

Chapter Reports

edited by diane pelyk

Gunma: September 1999—*Why Japanese Students Fail to Learn English* by David Paul. David Paul began by demonstrating student-centered activities that emphasize the role of the teacher as an active facilitator. At first, Paul wrote data about himself on the blackboard, and the participants, by posing questions, had to guess the significance of the information. He responded to questions with a *yes* or *no*, or asked for another question. He challenged the audience to think beyond the standard questions to motivate their classes. In another activity, he had a participant shoot an arrow at a board covered with English words, then use the targeted word in a sentence. Through such an activity, students can practice English without advance preparation. Paul also demonstrated the relevance of the constructivist approach from the field of psychology and its therapeutic value in the EFL classroom. According to Paul, EFL teachers are still unduly influenced by behavioral psychology. Therefore we create bored and unmotivated students and monodimensional teachers. Through understanding the construct theory as proposed by George Kelly and Jean Piaget in the 1950s, we can make classes more interesting and student oriented. According to George Kelly, we have to teach students to live with uncertainty. By focusing on the student's individual interests and life story, the teacher makes the class more relevant.

Reported by George Ricketts

Hokkaido: July 1999—*Getting Literal: Attending Carefully in Large Classes* by Torkil Christensen. The presenter began with the observation that many language students often experience considerable difficulty in comprehending messages in decontextualized situations, such as listening to public announcements or to a set of instructions. The essential skill required is one of comprehending the literal content of such messages. This can be a challenging task for language learners when information is isolated from its cultural context. But how does the teacher implement this skill, particularly in large classes? The presenter demonstrated a variety of creative and practical techniques that he has used successfully in his own classes to boost the confidence of learners by sharpening their ability to focus on the exact content of the messages and commands. These techniques consisted of a series of simple listening, reading, and writing tests designed to measure students' understanding of what they hear, for example by distinguishing commands step by step. The presenter had the audience draw and write items on paper, in accordance with his oral instructions. In order to complete such tasks, students are compelled to pay attention. The teacher, by looking at students' papers, can quickly and accurately determine if they have understood the instructions. Learning to attend is the key to success.

Reported by Peter Reemst

Nagasaki: September 1999—*English Education in Indonesia* by Christianty Nur. The presenter began by outlining the ethno-geographic realities of Indonesia, before explaining the role of English in the educational system. She related the above information to her own life as a teacher in Indonesia and Singapore. Nur reported that a perceived lack of communicative competence led, in 1994, to a drive towards a more meaningful approach, emphasizing more oral and aural skills. However, reading skills for tertiary-level texts and tests remained the prime movers in EFL education, a situation mirrored in Japan. She described other problems, some of which were also familiar to Japan, such as large class sizes, financial restrictions, low teacher salaries, student motivation, a stubborn connection to outmoded materials, and ongoing political-administrative uncertainties in the country. Some popular solutions in the offing include cooperative learning and self-access learning.

Reported by Tim Allan

Nagoya: September 1999—*Researching Your Storytelling* by Mario Rinvolucri. For many of us, storytelling brings back memories of a parent's soothing voice as we lay tucked into a warm bed. Likewise, teachers can use storytelling to help students feel more secure and relaxed in the classroom. Even students at the most elementary level can enjoy storytelling, as Rinvolucri demonstrated by his use of gesture and body language to help us understand a story told entirely in modern Greek. He also demonstrated an alternative technique showing how the target language and the mother tongue can be used alongside one other to help beginners enjoy a story One particularly interesting activity involved the presenter relating a story about two houses he had lived in, one loved and the other disliked. The participants were asked to listen carefully and watch the presenter's body language in order to detect his feelings towards the two houses. This was not an easy task for either storyteller or listener, as the presenter adopted a neutral tone, providing only subtle hints of his inner feelings. Such an activity gets everyone listening in the EFL classroom.

Reported by Bob Jones

Omiya: June 1999—*The Shortest Poem in the World* by David McMurray. Through *haiku*, students learn English without their being aware of it. The presenter began by explaining the essential elements in *haiku* writing and how it is different from English poetry. It soon became clear that *haiku* has many advantages in the classroom. Firstly, students are familiar with it, so writing this kind of poetry seems less threatening. *Haiku* poems are very short and use many nouns but few adjectives and verbs, so even students with limited vocabularies can produce this type of poem. *Haiku* can transform traditional approaches to teaching pronunciation by motivating the students to discover the number of syllables in a word for their poem. The traditional *haiku*, which has seventeen syllables arranged in a 5-7-5 pattern, has been adopted by international haikuists in Britain. However, in North America, a short-long-short pattern is used. Therefore, students start counting syllables and become aware of accents and mark stanzas naturally. One of the most important elements of the *haiku* is the *kigo* or season word. Each season in Japan has evocative words that, if used in *haiku*, immediately conjure up the atmosphere of the season. These season words and their associations are the main reason why *haiku* can be the shortest form of poetry in the world. In the EFL classroom, *haiku* encourages students to group vocabulary, an activity which facilitates memorization. During the second part of the presentation, we made

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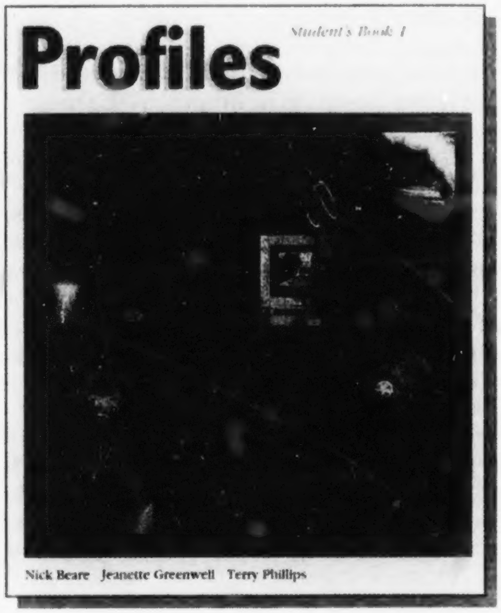

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Tel: 03-3943-6857 Fax:03-3943-6863

Osaka Office
Minami-daiwa Building 5-303, 3-6-25 Minamisemba Chuo-ku, Osaka-shi 542-0081
Tel: 06-6245-9995 Fax: 06-6245-9996
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our own vocabulary groups for each season, discussed some examples of international *haiku*, then wrote our own.

Reported by Evelyn Naoumi

Tokyo: September 1999—*Testing Spoken Interaction* by Derek McCash and Graham Bathgate. Derek McCash talked about important issues to be considered when constructing a test of spoken interaction for learners of English. He proposed a three-part framework comprising the operations, the conditions, and the quality of output. The operations include what tasks or linguistic features the students are required to master in spoken English. These can be broken down into informational routines which are one-way communications, such as describing a picture, or interactional routines which are two-way communications, such as asking someone for directions. The conditions include the characteristic features of the spoken interaction regarding the context and normal conditions under which the task would take place. For example, describing a picture would be carried out at the request of a teacher. The language required would be fairly simple and would involve no listening. On the other hand, asking directions would be carried out when you are looking for a particular location, while walking on a street, in a shop, or driving a car. This type of task would require interaction, and active listening and speaking, by the questioner and the person giving the information. The quality of output would include what tasks to incorporate into the test, the level of language required to complete the test, what criteria to use to rate it reliably, and how long it should take. Graham Bathgate completed the presentation by providing a brief overview of some examinations for testing the speaking skills of learners of English in Japan. He included the STEP test, the BETA (Businessmens' English Test and Appraisal), and SCORE (Spoken Command of Real English).

Reported by Caroline Bertorelli

Toyohashi: October 1999—***Songs in the Classroom*** by Anne-Marie Tanahashi. Tanahashi conducted a well-received workshop on incorporating song lyrics into classroom activities. Songs have long been recognized as enjoyable warm-up activities, but the presenter, with various handouts, demonstrated how to utilize the lyrics for grammar, vocabulary, pronunciation, and discussions. In small groups, the participants became students working through a variety of fun game-like activities such as a listening bingo game, rearrangement of lyrics by a find-your-partner game, and grammar and vocabulary games. At the end of these activities, the audience shared their own ideas on how to adapt such activities to their own classrooms. This workshop reminded us that making more use of authentic texts can prove to be very appealing to our students, and that we can all enjoy ourselves in the process.

Reported by Laura Kusaka

Chapter Meetings

edited by tom merner

The season for annual Book Fairs has come and three regions, Chugoku, Kyushu, and Kansai will be hosting Book Fairs with publisher exhibitions and presentations. For details, please refer to the Hiroshima, Fukuoka, and Kobe Chapter announcements.

毎年恒例となりました教材展示会が今年も中国、九州、関西の各地域で開催されます。それぞれの詳細につきましては、広島、福岡、神戸の各地方支部の下記会合予定をご覧ください。

Fukuoka—***Book Fair 2000.*** The largest display of ELT material of its kind in Kyushu. Along with Aleda Krause as plenary speaker, English and Japanese presentations by authors and representatives of Japan's top ELT publishers and book sellers. *Sunday January 30, 10:00-17:00; Kyushu Bldg. 9F (Hakataeki-minami 1-8-31, Hakata-ku, Fukuoka; t: 092-461-1112); free to all.*

Gifu—*Dramatically 'Improve' Your Classes* by Louise Heal and James R. Welker. Drama is an ideal means to stimulate and motivate your students to use English. This presentation will have two parts. The first will show ways to dramatize communicative activities such as role-plays and textbook dialogues. The second half will introduce improvisational theatre activities guaranteed to liven up the classroom. *Sunday January 23, 14:30-17:00; Asahi University, 10 Shuunen Kinenkan, Danwashitsu #1; one-day members 1000 yen.*

前半はロールプレイや教科書のダイアログをいかにドラマ化するかを、後半は授業に活気を与える即興劇を取り入れたアクティビティを紹介します。

Gunma—*Action Research on The Shortest Poem in the World* by David McMurray, Fukui Prefectural University, past president of JALT. The speaker will share the results of his latest action research project which explores the effects of peer and teacher correction upon the development of poetry-composing skills and language creativity. Students of foreign languages, from elementary through university level, can benefit from using international haiku to learn pronunciation, oral communication, vocabulary, and composition. *Sunday January 16, 14:00-16:30, Maebashi Kokusai Daigaku; one-day members 1000 yen.*

Hiroshima—*Hiroshima Book Fair 2000.* Hiroshima JALT will host a book fair bringing publishers' materials to the public. In addition to the largest display in the Chugoku Region, several publishers will have presentations on their latest material. *Sunday January 23, 10:00-17:00; Hiroshima College of Foreign Languages (Hiroshima Gaigo Senmon Gakko) 3-15-1 Senda Machi, Naka-ku Hiroshima, next to Miyukibashi; free and open to the public. For more information, contact Mark Zeid; t: 082-241-8900; mzeid@ann.ne.jp.*

Hokkaido—*Using Videos to Motivate EFL Students: A Genre-based Approach* by Damian Lucantonio, Josai International University. Learn how to motivate ELT learners by preparing high interest video materials (especially movies) and identify student needs through applied genre theory. *Sunday January 30, 13:00-16:00; HIS International School (5 mins from Sumikawa Station); one-day members 1000 yen.*

Kagoshima—Refer to Fukuoka Chapter's announcement above for details of the **Book Fair 2000**.

Kanazawa—***Ideas That Work*** by Colin Sloss & Kamanaka Sechiko from "Motivators," a group of English teachers trying to develop materials and ideas for teaching relatively unmotivated students. Sechiko Kamanaka will show how to enliven high school English classes through the use of authentic news materials. Colin Sloss will demonstrate ways to use conversation cards and video. *Sunday January 16; Shakai Kyoiku Center (4F) 3-2-15 Honda-machi, Kanazawa; one-day members 600 yen.*

Kitakyuhsu—***Goal Orientations in College Students Learning EFL*** by Neil McClelland. In an attempt to better understand his own students, the speaker surveyed 150 sophomore EFL learners about their perceptions of the usefulness of learning English. The orientations that emerged coincide with the findings from research in other EFL contexts, and emphasize the importance of intrinsic factors to the analysis of motivation in foreign language learning. *Saturday January 8; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

4地元大学の１５０名の２年生の学生に、英語を学ぶ有用性について意識調査をした発表です。

Kobe—***The Third Kansai Book Fair and Mini-Conference.*** Cosponsored by Kobe, Osaka, Kyoto, Himeji, and Nara Chapters. *Sunday February 6, 10:00-16:00; Kobe YMCA. For more information contact, Ludlow Gibbons; t: 06-6358-6938; ludlow@mbox.inet-osaka.or.jp.*

Nagoya—***Show and Tell Computer Presentation.*** Various instructors who have had experience teaching students in a computer room will share their knowledge. They will offer participants the opportunity to respond to questions you may have about computer software or the use of the Internet. Date and location to be announced. *For further details visit our webpage at www.homestead.com/JALTNagoya/Computer.html or call Y. Nagano at t: 090-4265-0526.*

Omiya—***Writing Workshop*** by Neil Cowie, Saitama University and Ethel Ogane, Tokyo International University. A hands-on workshop on approaches to teaching writing, including both process and product. Ideas on giving feedback to students, what to focus on and how to give responses to increase motivation will be shared. There will be plenty of opportunity to share your own experiences, look at examples of student writing, and try out teaching techniques. *Sunday January 16, 14:00-17:00; Omiya Jack (near Omiya JR station, west exit); one-day members 1000 yen.*

英文を書く過程にも焦点をあて、いかに助言するか、いかに英文を書く意欲をかき立てるか等について講演します。

Osaka—***A Drama Method for Teaching EFL*** by Marc Sheffner, Theo Steckler, and Ian Franklyn, The DramaWorks. The "Star Taxi" method has been used successfully in colleges, companies, and other settings. *Sunday January 16, 14:00-16:30; YMCA Wexle, 8F Bldg. #2 (Ni-bangai), ORC 200, Benten-cho; one-day members 1000 yen.*

Sendai—***Discover Debate!*** by Charles LeBeau. This workshop presents the use of "graphic organizers" as a means to make speech and debate concepts concrete and clear for even the lowest level students. Participants will experience a variety of tried-and-true, fun activities guaranteed to work in the classroom. *Saturday January 22, 13:30-16:30; Seinen Bunka Center, Kenkyushitsu #3 (across from Asahigaoka subway station).*

Tokyo—***Use of L1 in EFL Teacher Discourse*** by Yuri Hosoda, Temple University Japan and Dokkyo University. Language teachers' use of students' native language (L1) is often viewed negatively by teachers themselves. An analysis of an EFL teacher's use of the students' L1 reveals that the teacher's occasional use of the students' L1 not only performed a number of social functions but also simultaneously played an important interactional role. *Saturday January 22, 12:00-17:00; Sophia University (Yotsuya Stn), Room 9-252.*

West Tokyo—***AGM & Bilingualism and Biculturalism Symposium.*** Annual General Meeting (AGM) from 10:45. Dr. Michael Bostwick speaks at 13:00 on issues surrounding the implementation of English immersion in Japan at Katoh Gakuen. Kazuko Yumoto of Kanagawa Prefectural College of Foreign Studies discusses second language processing and strategies of Japanese children in relation to bilingual models. A case study and panel discussion on family biculturalism follows by David, Shizuko and Tomio Brooks-Yamaguchi. *Sunday January 23, 10:45-17:00; Kitasato University (Shirogane Campus Room H-6, between Hiroo and Ebisu Stations): On site t: 070-5369-1894; one-day members 1000 yen, students 500 yen.*

Yamagata—***English Through Long (Translated) Texts*** by Charles Adamson, Miyagi University, School of Nursing. We will discuss a method of teaching EFL based on long texts with L1 translations. Construction of materials and their exploitation will be addressed and illustrated with a variety of texts. The method is appropriate for and can be applied to classes with various levels and goals, either using required textbooks or where teachers can prepare original material. *Sunday January 9, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members: 500 yen for first time visitors and 700 yen for second time and on.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp.

Akita—Suzuki Takeshi; t: 0184-22-1562; takeshis@mail.edinet.ne.jp
Chiba—Bradley Moore; bmoore@jiu.ac.jp
Fukui—Maurice L. Splichal; t/f: 0776-66-6833; maurice@fukui-nct.ac.jp
Fukuoka—Kevin O'Leary; t: 0942-32-0101; f: 0942-22-2221; oleary@oleary.net; http://kyushu.com/jalt/events.html
Gifu—Paul Doyon; t: 058-329-1328, f: 058-326-2607; doyon@alice.asahi-u.ac.jp
Gunma—Wayne Pennington; t/f: 027-283-8984; jk1w-pgtn@asahi-net.or.jp
Hamamatsu—Brendan Lyons; t/f: 053-454-4649; bren@gol.com
Himeji—William Balsamo; t: 0792-54-5711; balsamo@kenmei.ac.jp
Hiroshima—Joy Jarman-Walsh; t:082-878-9931; jjarman@pent.yasuda-u.ac.jp
Hokkaido—Ken Hartmann; t/f: 011-584-7588; rm6k-htmn@asahi-net.or.jp; http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/
Ibaraki—Neil Dunn; t: 029-254-6230; ndunn@call09.hum.ibaraki.ac.jp
Iwate—Suzuki Izumi; t/f: 0196-35-6416; mfp@nnettown.or.jp
Kagawa—Alex MacGregor; t/f: 087 851-3902; canstay@niji.or.jp
Kagoshima—Sophia Shang; t: 0995-43-1111; f: 0995-43-1114 ; shang@kwc-u.ac.jp
Kanazawa—Bill Holden; t: 076-229-6140 (w), 229-5608 (h); holden@nsknet.or.jp; http://www.jaist.ac.jp/~mark/jalt.html
Kitakyushu—Chris Carman; t: 093-603-1611 (w); 592-2883 (h); carman@med.uoeh-u.ac.jp; http://www.seafolk.ne.jp/kqjalt/
Kobe—Brent Jones; t/f: 0797-31-2068; CXK05226@niftyserve.or.jp
Kumamoto (Affiliate Chapter)—Andrew Shaffer; t: 096-339-1952; andmirs@try-net.or.jp
Kyoto—Ishikawa Katsumi; t: 075-581-3422; f: 593-6988 vivid@mbox.kyoto-inet.or.jp
Matsuyama—Robert Oettel; t: 089-941-4136; f: 089-931-4973; oettel@shinonome.ac.jp
Miyazaki—Mike Guest; t: 0985-85-5369; michael@post1.miyazaki-med.ac.jp
Nagasaki—Tim Allan; t/f: 095-824-6580; allan@kwassui.ac.jp; Sarah Apedaile; t/f: 095-844-1024; sarah@bronze.ocn.ne.jp
Nagoya—Claire Gelder; t: 052-781-0165; f: 052-781 4334
Nara—Larry Chin; t: 0745-73-5377; f: 0745-73-2453; lschin@gol.com
Niigata—Robin Nagano; t/f: 0258-47-9810; robin@vos.nagaokaut.ac.jp
Okayama—Judith Mikami; t/f: 086-696-0126; mikami@mx1.tiki.ne.jp
Okinawa—John Dickson; t/f: 098-893-7557; dickson@southernx.ne.jp
Omiya—Okada Chikahiko; t/f: 047-377-4695; chikarie@orange.plala.or.jp; Mary Grove; t: 048-644-5400; grove@tuj.ac.jp
Osaka—Nakamura Kimiko; t/f: 06-376-3741; kimiko@sun-inet.or.jp
Sendai—John Wiltshier; t: 0225-88-3832; BXU01356@niftyserve.or.jp
Shizuoka—Dean Williams; t: 0543-66-1459; deanw@iris.dti.ne.jp
Shinshu—Mary Aruga; t: 0266-27-3894; mmaruga@aol.com
Tochigi—Jim Chambers; t/f: 028-627-1858; JiMiCham@aol.com
Tokushima—Nora McKenna; t: 0886-41-4980(h); 0886-65-1300 ext. 2375(w); f: 0886-65-8037; nora@shikoku-u.ac.jp
Tokyo—Beth Kerrison; jalt_tokyo@hotmail.com; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; kusaka@vega.aichi-u.ac.jp
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; kobayasi@rikkyo.ac.jp; http://home.att.ne.jp/gold/db/wtcal.hmtl
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; yuki@cu.yama.sut.ac.jp
Yokohama—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein and kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, January 15th is the deadline for an April conference in Japan or a May conference overseas, especially when the conference is early in the month.

Upcoming Conferences

March 11-14, 2000—*AAAL 2000 Annual Convention: Crossing Boundaries*, at the Hotel Vancouver, Vancouver, British Columbia, Canada. Smaller than the TESOL Conference and somewhat more to the right on the practice-theory continuum, the American Association of Applied Linguistics (AAAL) conference offers five plenaries and five colloquia, papers, networking, publisher contacts, and this year, a joint session with the Language Testing Research Colloquium (LTRC). Invited presenters' topics include foreign language rituals, consciousness and culture, constructing college foreign language curricula, L2 pragmatic development, language transfer, and issues in research on task-based instruction. The joint session features six panelists, among them Diane Larsen-Freeman, Bernard Mohan, and Larry Selinker, on the interface of a particular area of applied linguistics with language testing. See aaal.org/pages/ltrc.html for the joint session and aaal.org/pages/Vancouver.html for details on the AAAL conference. Otherwise, contact Patricia L. Carrell, Program Chair; Department of Applied Linguistics/ESL, Georgia State University, PO Box 4099; Atlanta, GA 30302-4099 USA; t: 404-651-0255; pcarrell@gsu.edu

March 14-18, 2000—***TESOL 2000: Navigating the New Millennium—The 34th Annual Convention and Exposition***, to be held at the Vancouver Convention and Exhibition Centre, Vancouver, Canada. Besides the usual conference-style paper and poster sessions, plenaries, and colloquia, TESOL 2000 features breakfast seminars, Interest Section academic sessions, Pre- and Post-convention Institutes (special reservation needed), the Employment Clearinghouse, a 280-booth Publishers' and Software Exposition, educational visits in the area, a Fun Run/Walk, art exhibits, and more. See www.tesol.edu/conv/t2000.html or contact TESOL, Convention Department; 700 South Washington Street, Suite 200; Alexandria, Virginia 22314 USA; t: 1-703-836-0774; f: 1-703-836-7864; conv@tesol.edu.

March 27-30, 2000—***Ten Years After Cognitive Linguistics: Second Language Acquisition, Language Pedagogy, and Linguistic Theory—the 28th LAUD SYMPOSIUM***, at the University of Koblenz-Landau, Landau, Germany. What can the relatively new linguistic approach termed cognitive linguistics say about language acquisition? This conference will consider the interaction between language, cognition and acquisition, the pedagogical implications that cognitive linguistics may favor, and cognitive principles of linguistic, conceptual, organization while acquiring and learning second or foreign languages. See Linguist List Calls, Vol. 10.828 at linguistlist.org/issues/indices/Calls1999r.html for more conceptual detail, or contact Dr. Susanne Niemeier; Universitaet Bremen, FB 10, Postfach 330440, D-28334 Bremen, Germany; t: 49-421-218-7792; f: 49-421-218-4283; sniemeier@uni-bremen.de.

March 27-31, 2000—***IATEFL Conference 2000: The 34th International Annual IATEFL Conference***, in Dublin, Ireland. Presentations may be talks, workshops, panels, colloquia or posters. Dublin and accommodation info available at www.iatefl.org/Dublin-2000.htm. Mail contact: IATEFL, 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-0-1227-276528; IATEFL@compuserve.com/.

Calls for Papers/Posters (in order of deadlines)

February 1, 2000 (for November 9-12, 2000)—***Communication: The Engaged Discipline—the 86th Annual Meeting of the National Communication Association (NCA)***, will be held at the Convention and Trade Center in Seattle, Washington, USA. As part of this umbrella theme, the Language and Social Interaction Division of the NCA solicits competitive papers and panel proposals concerning the utilization of speech, language, or gesture in human communication including studies of discourse processes, face-to-face interaction, communication competence, speech act theory, cognitive processing, and ethnographic or other approaches to conversational analysis. Completed papers preferred; poster sessions, seminars, etc. also possible. Extensive information at http://www.natcom.org/convention/2000/call2000.html. Human contact: Madeline M. Maxwell; Department of Communication Studies, University of Texas, Austin, Texas 78712, USA; t: 1-512-471-1954; f: 1-512-471-3504; mmaxwell@utxvms.cc.utexas.edu.

February 29, 2000 (for May 20-21, 2000)—***CUE Mini-Conference—Content and Foreign Language Education: Looking at the Future***, will take place at Keisen University, Tama Center, Tokyo. The JALT College and University Educators (CUE) SIG invites proposals for presentations, poster sessions, workshops, roundtables and demonstrations exploring how content-centered approaches to language learning, including content- and theme-based education, sheltered learning, content classes taught in the learner's second language and possibly skill-based learning and the learning of foreign languages for specific purposes are being implemented in Japan and neighboring countries, what issues arise from their implementation and what future they have within individual classrooms, institutions, and education systems. Collaborative hands-on workshops are planned for the second day between experienced and neophyte participants to help participants conceive, plan, and implement their own content-centered courses. Details and online proposal submission at wild-e.org/cue/conferences/content.html; or contact CUE Program Chair Eamon McCafferty; eamon@gol.com.

Reminders—Calls for Papers

January 10, 2000 (for April 12-14, 2000)—***A Virtual Odyssey: What's Ahead for New Technologies in Learning? 5th Annual Teaching in the Community Colleges (TCC) Online Conference.*** See the general conference homepage at leahi.kcc.hawaii.edu/org/tcon2000 or the proposal site at http://leahi.kcc.hawaii.edu/org/tcon2000/proposal.html. Human contact: Jim Shimabukuro, jamess@hawaii.edu; or Bert Kimura, bert@hawaii.edu.

January 15, 2000 (for July 25-29, 2000)—***Speaking and Comprehending: The Twenty-seventh LACUS Forum***, at Rice University, Houston, Texas, USA. Follow link from http://fricka.glendon.yorku.ca:8008/mcummings.nsf. Otherwise: Lois Stanford, Chair, LACUS Conference Committee; Linguistics Department, 4-36A Assiniboia Hall, University of Alberta, Edmonton, Alberta T6G 2E7, Canada; t: 1-780-492-3459; f: 1-780-492-0806; lois.stanford@ualberta.ca.

January 20, 2000 - Alternate Deadline (for July 29-August 1, 2000)—***Language Learning and Multimedia: Bridging Humanity and Technology—Fourth International Conference on Foreign Language Education and Technology (FLEAT IV)***, in Kobe, Japan. Call for Papers at www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html. Further inquiries: Jun Arimoto, Vice Secretary, FLEAT-IV; Kansai University of International Studies, 1-18 Sijimi-cho Aoyama, Miki, Hyogo 673-0521, Japan; t: 0794-84-3572; f: 0794-85-1102; fleatQ&A@kuins.ac.jp.

February 1, 2000 (for August 9-12, 2000)—***The 4th Pacific Second Language Research Forum (PacSLRF 2000)***, in Semarang, Central Java, Indonesia. Visit pacslrf2000.indonesia.jumpeducation.com. Abstracts, etc., to Peter Robinson; Aoyama Gakuin University, Department of English (PacSLRF 2000), 4-4-25 Shibuya-ku, Tokyo 150, Japan; peterr@cl.aoyama.ac.jp. Otherwise contact Helena Agustien at Conference Secretariat, Gombel Permai V/105, Semarang 50261, Indonesia; t/f: 62-24-471061; LNUGRAHA@indosat.net.id.

Reminders—Conferences

June 9-12, 2000—***JALTCALL 2000: Directions and Debates at the New Millennium, the annual national conference of the Computer-Assisted Language Learning (CALL) SIG***, will be held at Tokyo University of Technology. See jaltcall.org/conferences/call2000/ for more details in both English and Japanese.

Job Information Center/ Positions

edited by bettina begole

Happy New Year, and welcome again to the Job Information Center. To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@apionet.or.jp (PLEASE NOTE NEW EMAIL ADDRESS) or call 0857-87-0858. The notice should be received before the 15th of the month, two months before publication, and contain the following information: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information.

Hyogo-ken—The Language Center at Kwansei Gakuin University in Nishinomiya is seeking a full-time contract assistant professor of English as a foreign language. **Qualifications**: PhD in TESOL or applied linguistics; knowledge of Japanese language and culture preferred. **Duties**: Coordinate IEP, teach in IEP and graduate program (eight 90-minute classes per week). **Salary & Benefits**: 5,970,000 yen per year; coordinator's allowance; research allowance; subsidized furnished housing; two-year contract renewable for two more years. **Application Materials**: Resume; two letters of recommendation; up to three samples of publications; one copy of diploma(s); a five- to ten-minute videotaped segment of your class. **Deadline**: January 10, 2000. **Contact**: Acting Director; Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya 662-8501; t: 0798-54-6131; f: 0798-51-0907; tkanzaki@kwansei.ac.jp; www.kwansei.ac.jp/LanguageCenter/IEP.

Iwate-ken—Mizusawa School of English in Mizusawa is seeking a full-time English teacher. **Qualifications**: At least two years experience teaching English in Japan and able to speak Japanese. **Duties**: Teach English conversation to all ages; testing; student report cards; general upkeep of school. **Salary & Benefits**: 270,000 yen/month. **Contact**: Lois Mine; Mizusawa School of English, 1-2-3 Tainichidori, Mizusawa-shi, Iwate 023-0827; t/f: 0197-25-8860.

Miyagi-ken—Annie's English for Children in Sendai is seeking a full-time English teacher. **Qualifications**: Background in children's education in English; knowledge of phonics-based teaching methods. **Duties**: Teach English to children from infants to 12 years of age (three to five classes per day); assist with the curriculum. **Salary & Benefits**: Good remuneration and negotiable benefits. Visa sponsorship is possible. Fixed-schedule five-day work week. **Application Materials**: Resume with current photo; two references; and a written statement outlining ideas on early childhood English education. **Deadline**: January 31, 2000. **Contact**: Jakki Hardman, General Manager; Annie's English for Children, Sendai Izumi Chuo Eki Biru 5F, Izumi-chuo 1-7-1, Izumi-ku, Sendai-shi, Miyagi-ken 981-3133; t: 022-772-3171; f: 022-772-3172; annie@mwnet.or.jp.

Osaka-fu—Otemon Gakuin University in Ibaraki-shi is seeking three teachers to teach an intensive English seminar from February 21-March 3, 2000. **Qualifications**: Native English-speaker competency; teaching experience; working visa; and university degree. **Duties**: Teach 30 hours/week, plus lesson preparation. Class size will be limited to ten students, but some classes may be combined for team-teaching. **Salary & Benefits**: 400,000 yen plus travel expenses. **Application Materials**: Resume and cover letter; essay outlining ideas for teaching an intensive English seminar. **Contact**: Linda Viswat; Otemon Gakuin University, International Business Manage-

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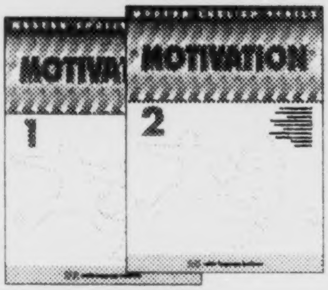

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ment Faculty, 2-1-16 Nishiai, Ibaraki-shi, Osaka 567; f: 0726-48-5427; viswat@res.otemon.ac.jp.

Tokyo—The English Department of Aoyama Gakuin University is seeking part-time teachers for conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident in Japan, with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; minimum three years of experience teaching English at a university; or a PhD and one year university teaching experience. Publications, experience in presentations, and familiarity with email are assets. **Duties:** Classroom duties include teaching small group discussion, journal writing, and book reports. The university is interested in teachers who can collaborate with others in a curriculum revision project requiring lunchtime meetings and an orientation in April. **Salary:** comparable to other universities in the Tokyo area. **Application Materials:** Request in writing, with a self-addressed envelope, an application form and information about the program. **Deadline:** Ongoing. **Contact:** "PART-TIMERS," English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Tokyo—Tokiwamatsu Gakuen Junior and Senior High School for girls is seeking a part-time English teacher. **Qualifications:** Native-speaker competency in English; TEFL qualification; experience in a Japanese high school; some Japanese ability preferred; along with a lively and enthusiastic personality. **Duties:** Team-teaching (some split classes) at junior and senior high school levels; oral communication and writing classes; computer expertise helpful. **Salary & Benefits:** Competitive salary, paid holidays, and transportation. **Application Materials:** Resume with photo; two references; a brief essay on interests and thoughts on teaching junior and/or senior high school students. **Deadline:** January 31, 2000. **Contact:** Tokiwamatsu Gakuen Junior and Senior High School; Himonya 4-17-16, Meguro-ku, Tokyo 152-0003; f: 01-3793-2562; no telephone inquiries please; mehara@tkb.att.ne.jp. Interviews will be held in early or mid-February.

Wakayama-ken—English Village International K.K. in Tanabe is looking for a full- or part-time English teacher to begin immediately. **Qualifications:** Teaching experience preferable but not necessary. **Duties:** Teach mostly children at a growing school. **Salary & Benefits:** Visa sponsorship possible. **Application Materials and Contact:** Fax cover letter and resume to English Village International at 0739-26-0710, attention Kathy Sekioka.

* * *

Educational Innovations, cont'd from p. 29.

language ability, mastering not only the top 3000 words but also common phrasal verbs, the usage of conjunctions, determiners and the like is essential to communicate well.

The questioning approach emphasized at T.I.E. can easily be employed elsewhere. Learners think of sentences and parts of sentences in terms of what question they answer and also then learn to easily make up questions about any sentence or story. This really facilitates independent learning since they then develop confidence to ask questions both about content and language usage. Whereas in a group environment getting learners to question may be difficult, forcing learners to ask questions one-on-one can be much more successful.

Finally, much can be learned about what encourages learners. By having many opportunities for small successes and encouraging each of these small steps, many discouraged learners often turn around and develop confidence. Affectively, learners are encouraged both by having control over their learning and by having structured steps they can easily follow.

Conclusion

We have much to learn about styles of learning which best suit a particular environment like adult language learning in Japan. Concepts like learner autonomy and strategies that will help learners succeed can vary significantly across cultures and age groups within a culture. Thus, much more fruitful research could be done in the area of culturally specific learning styles and strategies.

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 38 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships (¥17,000)**, available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、熊本［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）最寄りの支部の会費も含まれています。学生会員（¥5,000）学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000）住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500）勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher*のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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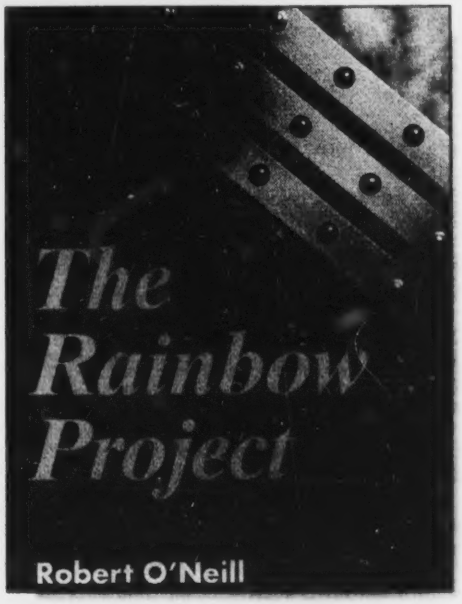
THE RAINBOW PROJECT

Robert O'Neill

A Story of Business and International Intrigue



The head engineer of ***The Rainbow Project*** is found dead. Two detectives are investigating what looks to be a suicide:

"It seems pretty simple to me . . . he took a short walk and then a very long jump. Happens all the time."

"Perhaps he didn't jump. Perhaps he was pushed."

What happened to ***The Rainbow Project***? Why would anyone want to kill a mild-mannered software engineer?

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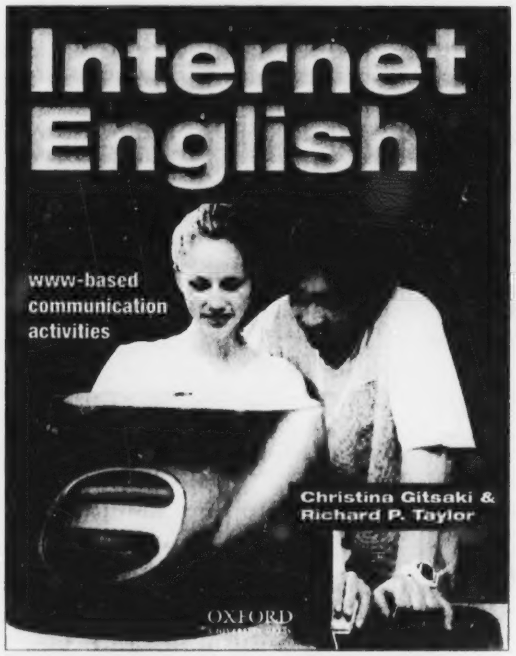
Internet English
www-based communication activities
Christina Gitsaki & Richard P. Taylor
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Internet English features:

- Material adaptable for use in traditional or computer-equipped classrooms
- Three Computer Skills units with sections on computer terminology, word processing operations, web surfing, and e-mail
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✓ Yes, please send me a sample copy of **Internet English.**

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The Language Teacher

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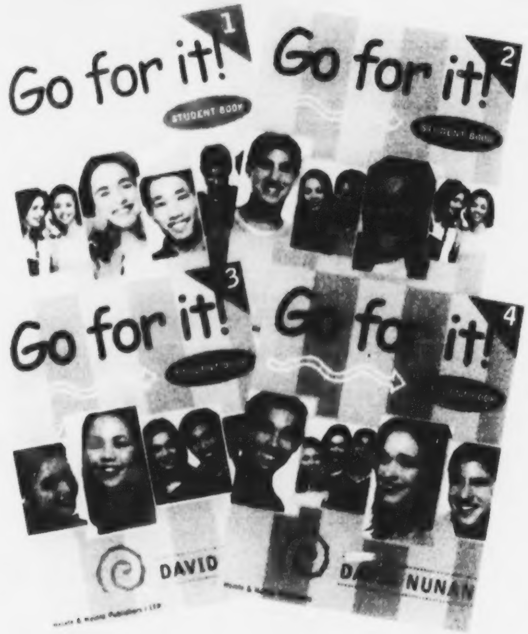
JALT

LANGUAGE YOU CAN USE IN THE CLASSROOM!!



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David Nunan

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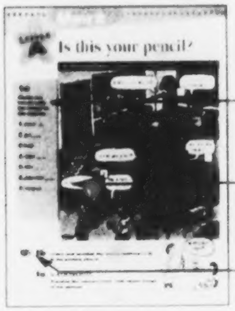
- ✔ Explicit learning objectives motivate students to chart their progress, while frequent self-checks guide students to monitor and individualise their learning

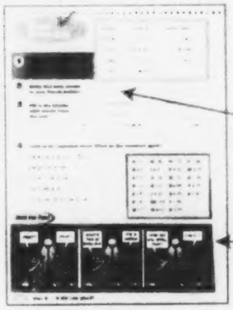


Lesson A provides step-by-step presentation and guided practice of the target language

Built-in picture dictionary **introduces key vocabulary**

Speech bubbles **provide clear models of target**

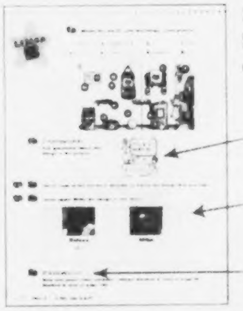
Easy-to-complete [illegible] task **gives students an immediate feeling of accomplishment**



The **Self Check** allows students to confirm the English they have learned

Vocabulary **builder at the back of the book encourages students to keep a learning log of the words they know.**

Humorous cartoons **that use the target language help to make learning fun!**



Lesson B gets students to use the language to complete tasks in more open-ended and creative ways

Guided speaking activity **get students to produce target language from the beginning**

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Malcolm Swanson.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

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Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Reports編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の 介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT 以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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Immediate Past Editor — *Laura MacGregor*Irimacho, 3-13-3-307, Chofu-shi 182-0004; laura@tokyo.email.ne.jp

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Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193; f: 058-293-3118; wmlee@cc.gifu-u.ac.jp

Co-Editor — *Malcolm Swanson*
5-6-8 Maigaoka, Kokura Minami-ku, Kitakyushu 802-0823; t/f: 093-962-8430 (h); malcolm@seafolk.ne.jp

Japanese-Language Editor — 衣川隆生 (*Kinugawa Takao*)
〒305-8577 つくば市天王台1-1-1 筑波大学留学生センター;
t/f: 0298-53-7477 (w); kinugawa@intersc.tsukuba.ac.jp

Japanese-Language Associate Editor — 小野正樹 (*Ono Masaki*)
〒305-8577 つくば市天王台1-1-1 筑波大学日本語・日本文化学類;
t/f: 0298-53-7372 (w); ono@sakura.cc.tsukuba.ac.jp

Assistant Editor — *Paul Lewis*
602 New Urban Issha, 2-34 Issha, Meito-ku, Nagoya 463-0093; t/f: 052-709-1307 (h); pndl@gol.com

TLT Online Editor — *Bob Gettings*
Hokusei Gakuen Women's Junior College, Minami-4 Nishi-17, Chuo-ku, Sapporo 064-0804; t: 011-613-2488 (h); t: 011-561-7156 (w); f: 011-513-7505 (w); gettings@sco.bekkoame.ne.jp

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A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*Joyce Cunningham: Faculty of Humanities, Ibaraki University, 2-1-1 Bunkyo, Mito 310-0056; t: 029-228-8455; f: 029-228-8499; English: doycie@mito.ipc.ibaraki.ac.jp; 日本語: mariko@cs.kasei.ac.jp

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小荒井幹也: t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

SIG Reports — *Robert Long*
t: 093-833-5022; f: 093-884-3400 (w); long@dhs.kyutech.ac.jp

Chapter Reports — *Diane Pelyk & Nagano Yoshiko*
Diane Pelyk: Fukumaru Bldg. 10B, 4-2-30 Masaki Naka-ku, Nagoya 460-0024; t/f: 052-671-8232
日本語: nagano97@pop.wa2.so-net.or.jp; English: dmp@gol.com

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015; t/f: 045-822-6623 (w); tmt@nn.iij4u.or.jp

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Thom Simmons: #303 Tanaka Bldg., 2-28-10 Morigaoka, Isogo-ku, Yokohama 235-0024; t/f: 045-845-8242; malang@gol.com;
Sugino Toshiko: RXE21345@nifty.ne.jp

Bulletin Board — *David Dycus & Saito Makiko*
David Dycus: 3-57 Toriimatsu-cho, Kasugai 486-0844; English: dcdycus@japan-net.ne.jp;
日本語: chip621@aol.com

Conference Calendar — *Lynne Roecklein*
Lynne Roecklein: Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193; t: 058-293-3096 (w); f: 058-293-3118 (w); lynne@cc.gifu-u.ac.jp

Job Information Center/Positions — *Bettina Begole*
436 Kuwabara, Aoya-cho, Ketaka-gun, Tottori 689-0529; begole@po.harenet.ne.jp

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Design & Layout — *The Word Works*
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Printing — *Koshinsha Co., Ltd., Osaka*

JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; jalt@gol.com

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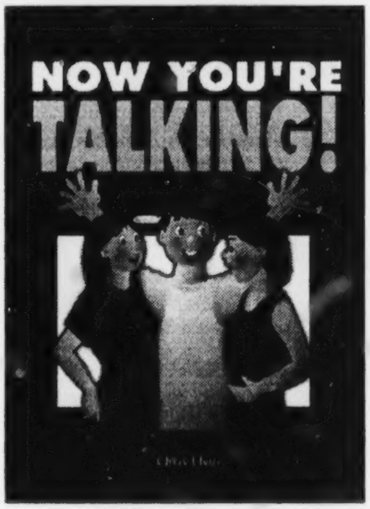

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Introduction

To determine the focus of this materials special issue, we editors concurred that theory-based papers should take precedence over ones exemplifying materials. We were fortunate to receive contributions spanning a wide range of theoretical issues in materials development. Jane Willis opens this special issue with a task-based holistic approach to materials development which stresses the use of a pedagogic corpus. Marc Helgeson, collaborating with nine other Japan-based ELT authors, offers the straight-up lowdown on publishing materials internationally for use in this country. Shifting the medium to literature, Brian Tomlinson follows with an experiential method to stimulate cultural awareness. Using a neuro-scientific basis, our first Japanese contributor, Masuhara Hitomi, reevaluates reading in L2 and suggests that it need not be such a slow and laborious activity. The next feature is an interview with materials developer and applied linguist, Rod Ellis, who fills us in on his latest materials development projects and answers some theoretical questions from Kent Hill. Whether to use professionally developed materials or create them in-house is a consideration for many university English programs. Steve Gershon extends a metaphor to illustrate why and how his university chooses to develop materials in-house and to illustrate the process. Our final paper comes from Japanese authors, Kitamura Tatsuya, Tera Akemi, Okumura Manabu, and Kawamura Yoshiko, who describe a method for making Japanese reading materials using the Internet.

We thank everyone who helped to contribute to this issue. It has been a labor of love and we sincerely hope it bears fruit by motivating readers to get more involved in materials development, an area of language teaching still striving to reach its full potential.

Guest Editors: Kent Hill, James Swan, and Hagino Hiroko

Contributors' Biodata and Contact Info

After teaching English and teacher training in West Africa, Cyprus, Scotland, Iran, Singapore, and the Far East for nearly twenty years, **Jane Willis** now works at Aston University on their new modular Masters in TESOL/TESP by Distance Learning. She specialises in syllabus design, task-based learning, and lexical chunks. Her recent books include *Challenge and Change in Language Teaching* (with Dave Willis), and *A Framework for Task-based Learning*. She enjoys not only watching films, sailing, skiing and mountain walking, but also observing her grandchildren learning to talk and socialise. t: 0044 121 359 3611; f:0044 121 359 2725; j.r.willis@aston.ac.uk

Marc Helgesen is a Professor at Miyagi Gakuin Women's College, Sendai and has been active in JALT and in publishing for 18 years. He is an author of *English Firsthand, Active Listening, Workplace English*, and the *Impact* series and has been a featured speaker at JALT, Korea TESOL, and Thai TESOL. Despite extensive writing experience, he is still lousy at spelling and proofreading.

Brian Tomlinson is a Senior Fellow at the National University of Singapore, and the Founder and President of MATSDA. He has worked as a teacher trainer, curriculum developer and university lecturer in Indonesia, Japan (at Kobe University), Nigeria, UK, Vanuatu, and Zambia, and has published numerous articles and books, including *Discover English* (with Rod Bolitho), *Openings, Use Your English* (with Masuhara Hitomi), and *Materials Development in Language Teaching*.

Department of English Language and Literature
Faculty of Arts and Social Sciences
National University of Singapore
Block AS5
7 Arts Link
Singapore 117570.
f: (65)-773-2981; ellbjt@leonis.nus.edu.sg

Steven Gershon received his MA in Applied Linguistics from Reading University (UK) and has taught in the US, Britain, France, and China. He has been teaching in Japan for 13 years and is currently an Associate Professor at Obirin University and Director of Obirin's English Language Program. He is the co-author of the listening course *Sound Bytes* and the course book series *OnLine*. t/f: 045-439-5586; sgershon@obirin.ac.jp

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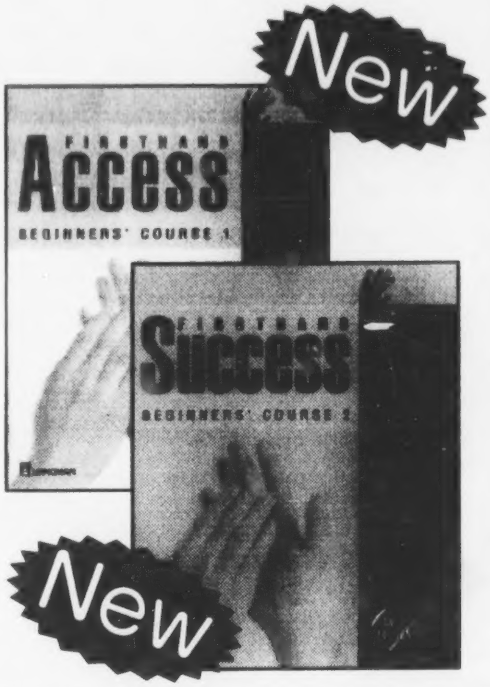
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A Holistic Approach to Task-Based Course Design

Jane Willis
Aston University, UK

After outlining three basic principles relating to language learning, I then describe and illustrate a holistic process of course and materials design which takes these principles into account.

1 Three principles for materials designers

Principle 1: Language is a meaning system.

Halliday (1973) emphasises that learning a second language involves the acquisition of a new system for realising familiar meanings. In natural SLA circumstances, we begin by wanting to mean, (and understand what others mean) and then go on to seek or notice wordings that express those meanings. Language does not exist in a vacuum, and it does not develop in a vacuum. This is why in classroom circumstances lists of words and sample patterns taught as single items very rarely become part of the learners' deployable system. Language develops in response to the need to mean and to understand what others mean (Halliday, 1973; Willis & Willis, forthcoming). It follows that materials we offer learners should allow them to focus first on meanings in contexts and then go on to look at the wordings that realise the meanings.

From this, we can argue that any pedagogical process which supports natural acquisitional processes should therefore lead *from meanings to wordings*.

This is a major principle behind a task-based approach to course design. In setting learners a task to achieve (e.g., a problem to solve), the emphasis is first on learners' exchanging meanings to complete the task, using whatever language they can recall. Then they examine the language that fluent speakers or writers used to do the same task and focus on typical words, phrases and patterns (i.e., wordings) that occurred (Willis, 1996b, 1998a, 1999).

Principle 2. Exposure to the target language in use is vital.

To acquire a new language system, learners need exposure to the kinds of language that they will need (Krashen, 1987). It follows, then, that whatever learners hear and read as part of their course needs to reflect, as far as is possible, the typical features of the language of the learners' target discourse communities.

For example, if learners need to understand spontaneous informal interaction in English, they must be exposed to typical samples of spontaneous talk. If learners of business English need to be able to respond to letters of complaint, they need to have read and studied the language of typical responses to letters of complaint.

If learners don't know why they are learning English, they need exposure to a broad and varied selection of materials that will encourage them to go on using their English and learning outside class on their own and to gain a solid foundation they can build on, once they discover what their language needs will be.

In all cases, the choice of language data, both recordings of spoken language and written texts, is of vital pedagogical importance. Course designers should aim to choose a representative set of target text types from accessible real life sources—samples that reflect the typical language features of genres from the learners' present or future discourse communities. This is a major principle behind corpus-based approaches to language syllabus design and data-driven learning.

Principle 3. Some focus on language form is desirable.

Although many people acquire a new language with no formal tuition (through exposure to the target language and opportunities to use it to express their own meanings), there is now some evidence that learners do better if, at some point, their attention is drawn to typical features of language form (Skehan, 1994). This can be done in two ways:

- Through consciousness-raising exercises highlighting frequently used language items, to help learners perceive patterns (Long, 1988; Schmidt, 1990), and systematise what they know.
- By challenging learners to communicate in circumstances where accuracy matters (e.g. making a public presentation of their ideas or findings), so they feel the need, at a prior planning stage, to organise their ideas clearly and to check that their lexical choices, their grammar and pronunciation are accurate. (A similar need for a prestige variety was identified in research by Labov, 1970.) The cycle of Task -> Planning -> Report, which forms the central part of a TBL framework, caters to this (Willis, 1996a, 1998a).

教材開発者にとって大切なこととして、(1)言語は意味のあるシステムとして見られなければならない。言語を効果的に習得するためには学習者は、文脈の中の意味に注目し、そして次に語彙や文法のパターンなどの言葉遣いに注意する、(2)学習者は目標言語社会で実際に使われている典型的な言語にたくさん接する必要がある、(3)これに加えて、学習者が言語表現形式に注目をすれば、より上達する、という3点を挙げる。コースデザインの全体的なアプローチはまず適切な話題を見つけ、次にたくさんのテキストと録音したものを集めることである。そして、言語使用を促進させるタスクがデザインされ、流暢な話し手によって演じられ、録音される。十分なテキストや録音したものは教育コーパスの一部として選択されるのである。このデータを言語的に分析することによって教材開発者は学習者の意識を高めるタスクで強調するための適切な言語特徴を見つけることができる。このデザインのプロセスがサンプルタスクとアクティビティとともに例示されている。

2 From principles to practice

We have said that to acquire the target language effectively, learners need to engage actively in processing the meanings of whatever they hear and read. A variety of communication tasks can be designed which will motivate and give learners a purpose for doing this. These tasks should also give learners practice in the skills they will need, for example, reading a text quickly to extract specific information, taking part in spontaneous spoken interaction, or giving planned oral or written presentations. Subsequent exercises can then be devised which draw attention to the language of the texts and recordings, to the words, phrases, and patterns typical of that genre or topic.

Thus, materials designers have three distinct responsibilities: (a) providing appropriate language data for the course, (b) designing meaning-focused communication tasks arising out of those data that engage learners in meaning and that encourage genuine use of language, (c) designing form-focused language study exercises that raise learners' awareness of typical and useful formal features of language.

3 A holistic approach

3.1 Initial stages: gathering a pedagogical corpus

A holistic approach to course and materials design means that you begin by assembling a set of language data on topics of interest to your learners: e.g., written texts and recorded spoken extracts, roughly sufficient to form the basis for your course. This forms the raw material for your *pedagogic corpus* (Willis & Willis, 1996:67), which may later be refined. You then organise and sequence this material into pedagogical units, keeping notes of any gaps or imbalance of material.

The next step is to analyse this provisional corpus to identify language features that your learners would benefit from studying, and to check coverage of other useful features.

This process so far can be summarised thus:

Figure 1

Assemble language data -> sequence -> analyse -> Identify useful (texts + language features, recordings), check coverage

Examples for three different courses follow.

For a general course, the pedagogic corpus might consist of authentic written texts on suitable topics from a variety of sources and recordings of natural speech—both planned talk and spontaneous interaction—with transcriptions. Sources of written data could include text books, resource books, magazines or newspapers and for spoken data, extracts from the BBC World Service (with permission), recordings of interviews, or communication tasks on specified topics carried out by fluent speakers of the target language.

For an ESP course for medical students, you might use extracts from introductory medical texts books, from popular WWW sites, for example medical notice boards, from popular magazines which have a doctor's advice column, or extracts from radio programmes with medical themes. In Japan, you might interview doctors who commonly treat the expatriate community, with a view to obtaining a series of two-minute interviews, each covering a different medical topic. For more advanced students, you might use academic research articles, specialist medical journals, and recordings of mini-lectures.

In addition to appropriate story books and other texts written for children, your data for a Young Learners course could include transcripts of typical primary school activities, such as children at play in English and stories told to audiences of children.

Whether your course is ESP, EAP, or of a more general nature, you would obviously need to take into account length, complexity, and conceptual and cultural accessibility of the text or recording.

At the end of this initial design process, it is important to check that you have a good variety of text types and interactions and to identify any gaps. For example, you might find you have sufficient written texts but too few spontaneous spoken interactions with transcripts. The next step is to refine this corpus.

3.2 Task design and making recordings

For each topic or text, you can design tasks that your learners would find engaging to do themselves and that would generate the type of interaction they may need to take part in. Vary the types of task to offer different degrees of cognitive challenge. Tasks can engage learners in listing, classifying, matching, comparing, problem-solving, sharing experiences, and anecdote telling. Some can have more creative goals, such as writing a story or designing a brochure (see Willis, 1996a: 149-154; Willis, 1999).

Task instructions can then be adapted to provide opportunities for practice of the different skills your learners need: e.g., beginning with spontaneous exploratory interaction or writing individual notes or reading a text prior to doing the task, and then planning an oral (or written) public presentation of the task outcome. Different interaction patterns can be stimulated by having learners work as a team (with or without individual roles), in pairs, or as individuals.

Make recordings of fluent speakers doing these tasks (set a time limit of 1, 2 or 3 minutes) and transcribe the tasks that worked well (see Willis, 1996a: 87-98 for advice). You could also record short interviews with fluent speakers on one aspect of the topic of the unit.

The transcriptions of the tasks and interviews can then be added to the pedagogic corpus, to increase the amount of spoken data available for the course and to facilitate the study of typical features of spontaneous interaction. You should by now have a well-balanced collection of texts and transcripts: Your pedagogic corpus is now ready for the next stage of course design.

3.3 Organising the material

You will now need to sequence these raw materials into suitable pedagogical units, taking into account local constraints such as length of course and learners' willingness to read, prepare, or write up outside class hours. For example, each unit might contain one or two texts and recordings on a common theme.

Each unit will also need language-focused activities to follow the task cycles. But before these can be produced, it is better to gain an overall picture of the linguistic content of your pedagogic corpus, so that you can share out linguistic features in a balanced way among units, with free space in some units for recycling.

3.4 Two tips

- At this stage, keep back a few parallel texts and task or interview transcripts to use for class tests.
- Learners can often help in the design process by suggesting topics, supplying texts, recording interviews, and identifying skills they may need.

4 Preparation of language-focused activities

4.1 Identifying useful language features

The next step is to carry out a linguistic analysis of the pedagogic corpus, to identify the most frequent and typical language features which will be of most use to your learners.

There are two ways of doing this—either by computer or by hand.

If all your texts and transcripts can be typed or scanned into a computer, and if you have some concordance software (listed in references), you will be able to get a list of words in frequency order and a list of the top X number of words in alphabetical order; you can also call up concordances of key words sorted alphabetically to the right and to the left, which will enable you to identify frequently-occurring word combinations—i.e., lexical chunks. For more ideas on this, see Tribble & Jones (1990) or Barnbrook (1996).

A programme like *Wordsmith Tools*, created by Mike Scott (University of Liverpool, OUP) will give you (and your learners) the chance to build lists of the most common 2-, 3-, or 4-word (or more) chunks. Notice in which texts and in which units these occur. It may be that your data will yield enough examples to allow you to focus on common time phrases or phrases of location or quantity in early units, as these are naturally so plentiful. Some phrases are topic-specific and can be highlighted together. Interactional phrases, e.g., *Know what I mean?* and vague language chunks, e.g., *and that kind of thing* are ubiquitous; they could be collected from early units and focused on in a later unit where several of them occur together in the spoken data.

With no computer, you can do a simple text-by-text analysis by hand, using published frequency lists to help you identify common words and notice useful collocations, chunks, and patterns that occur with them. Willis (1996a: 171-172) gives lists of the top 200 words (spoken and written separately).

You can also look out for patterns in discourse and how these are signalled and different ways of expressing particular meanings, notions and functions. These are only identifiable by hand.

The linguistic features thus identified can become the focus of language study exercises and shared out among the units.

4.2 Designing language study materials

This is the final stage in TBL course design. Language study exercises will be based largely on examples occurring in the data, occasionally supplemented with dictionary examples. Materials can range from traditional practice exercises to learner-centred, consciousness-raising activities, which involve different kinds of operations, including identifying patterns or usages, classifying, hypothesis building and checking, cross-language exploration, deconstruction and reconstruction of text, recall, and reference activities (Willis & Willis, 1996: 63-76).

5 Summary and example

We can now add to our first figure to show the process in more detail.

As an example of this process, let us take the topic of *Conversation And Cultural Norms* for learners who want conversational English.

Text selection: for an advanced class, a short extract from a book giving advice to business people socialising with their Japanese counterparts for the first time.

For a lower level class, a recorded anecdote about how a British couple in England felt very embarrassed when an eminent Japanese professor, on arrival at their house for dinner, asked them how much they had paid for their house.

Figure 2

Selection of topics.
Assemble texts & recorded data,
check coverage,
identify gaps.
Design tasks.
Supplement with recordings of tasks & interviews.
Final selection of data.

-> sequence into units -> analyse->

Identify useful language features, allot to units, design language focus activities.

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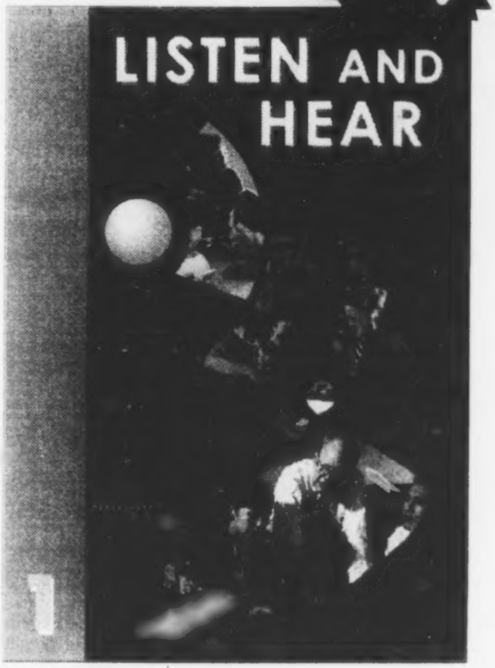

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We needed some spontaneous interaction, so we planned a two-minute task: "What *don't* you talk about in your culture? Make a list of things you would avoid asking about and say why." We recorded two British people doing this and transcribed the first half of their discussion.

To provide a written text parallel to the spoken interaction, we asked a fluent English-speaking Japanese woman to write some advice for visitors to Japan—in response to the same task instructions.

We sequenced these within the unit, using the spoken anecdote at pre-task stage to introduce the topic. The learners would then do the task themselves in pairs and report their list and reasons to the whole class.

As a second task, they would read the written advice and compare this with the content of their own lists. For homework, they could be encouraged to revise their lists and reasons, and record themselves giving advice as if to an English person.

So far, the emphasis has been primarily on exchanging meanings. There is also a focus on accuracy, which arises naturally when learners are asked to report their list to the whole class and later, when recording their advice, as both these lead up to public "performances."

A more specific focus on form is introduced in the subsequent Language Focus activities. The instructions for one activity were:

- Identify, from the transcript and the written text, two or three ways of introducing advice on cultural matters.

The examples in the spoken transcript were:

> "You don't normally go and ask people personal questions, do you?"
>
> "Like, I wouldn't ask you how much you paid for your sweater or what have you."
>
> "The other day somebody said that English people don't like talking about religion, money, sex, . . . er . . . politics—what was the other one?"

The teacher here could point out that when giving advice, reporting what other people have said or done in the past is very typical in social interaction in Britain. Written examples included

> "*Avoid talking* about politics and religion."
>
> "*Avoid starting* discussions or arguments."
>
> "*It's rude to* cut into someone's talk. If you have to interrupt someone, *it's better to* start by saying something like 'I'm sorry to interrupt but . . .'"

The teacher here could point out these patterns and ask learners to find more examples of each.Other consciousness-raising activities could include the following:

- Find, in the spoken transcript, eight phrases containing the word*I* and try to classify them according to their function in the interaction.
- Find seven phrases containing words ending in *-ly*. Write down any five phrases but miss out the *-ly* words. See if your partner can read your phrases out loud putting back the right *-ly* word. E.g., *That's funny because the other day...* (the word *actually* is missing).
- Find, in the written text, phrases with one verb followed by another verb in *+ing*, e.g., *..it's better to stop talking*. Can you find in the text five different verbs which come before a verb ending in *-ing*? Can you think of two more?

These activities illustrate three of the consciousness-raising activity types listed in 4.2 above. Can you identify which? (This is a classifying task!)

7 Conclusion

Some approaches to materials design begin with lists of specific language forms and skills, and then try to find (or concoct) texts and tasks which illustrate their use. These I would call *additive* in approach, as they lead from wordings to meanings.

This paper has described a *holistic* course design process which begins with whole texts and activities that involve processing meanings in contexts, and which then leads on to a focus on wordings and form.

Basing materials on a well-selected pedagogic corpus means that recycling of common and typical language features will happen naturally inside the classroom, and that learners will be far better prepared for whatever English they meet and need to use outside the classroom.

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Willis, cont'd on p. 27.

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Book Talk: Japan-Based Authors Discuss Their Craft

Marc Helgesen
(with nine other Japan-based ELT authors)
Miyagi Gakuin Women's College

[illegible]

[illegible] Japan, I thought it would be a great opportunity to reflect and share ideas. The problem, however, is that there are few "rules" and no "formulae" for writing ELT textbooks. (Not entirely true: many textbooks are written to a formula; if you're teaching one, you have my sympathy.) As Prowse (1998) points out, most ELT writers employ their own intuitions, writing textbooks much as they might write fiction, albeit in the service of a syllabus. So, were I to write my version of how writing for Japan works, it would simply be "The Gospel according to Marc" rather than truths generalizable for your own teaching and writing. Instead, this article follows a format used by Prowse in Tomlinson's (1998) Materials Development in Language Teaching, a book I highly recommend.

[illegible]

Just how different is Japan?

[illegible]

"I think there's a certain amount of myth-making involved in this statement. We do a disservice to learners here by perpetuating the myth of difference."

[illegible] *learning strategies, test focused learning, etc.).*

Most other countries mentioned are Asian, where we share both traditions of hierarchical educational structures (it's no accident that 先生, sensei, could literally be rendered as "born before") and practical considerations such as large classes and exam-focused learning. Of course, the culture of each country differs and authors need to balance references to countries—in the same way that one counts male and female characters to ensure they are equally represented. Awareness of cultural norms is also essential. In Thailand, for example, the Thai royal family is so respected that any negative reference to any royal family is considered very bad taste. (Would-be authors, don't worry that you don't know these bits of information yet. Your publisher will [illegible]

[illegible] *seems to follow a much steeper curve, increasing rate as the student's language ability progresses."*

[illegible]

Thanks and Acknowledgements to Contributors

[illegible]

These are the authors who were able to contribute to this article, listed in the order of response (publishing [illegible] speed). For reasons of space, I did not list [illegible] mentions of full bibliographies. The participating authors wrote far more than could be included here. If you'd like to read the entire text (and know who authored each quotation), visit the JALT Material Writers SIG website: http://www2.gol.com/users/bobkeim/mw/mwcontents.html

The document is entitled "ELT author—raw material" and can be found at:
http://www2.gol.com/users/bobkeim/mwcontents/[illegible]/helg.html

—Marc Helgesen

Steven Gershon, *OnLine* series (Macmillan Heinemann), *Sound Bites* series (Prentice Hall (Pearson)).

Dale Fuller, *Face to Face, Almanac* (Macmillan LanguageHouse).

[illegible] Listening/Speaking 1, [illegible] series, Development Editor (Prentice Hall (Pearson Education)).

[illegible] (Macmillan [illegible]

[illegible]

[illegible] bridge University Press).

David Paul, *Finding Out, Communicate* (Macmillan Heinemann).

Nakata Ritsuko, *Let's Go* series (Oxford University Press), [illegible] (Apricot).

Marc Helgesen, *English Firsthand* series (Longman (Pearson)), *Active Listening* (Cambridge University Press).

Authors of children's books were very specific about differences in the teaching situations.

"One big difference is that English is taught from a younger age in many countries than in Japan [illegible]"

The authors' secrets

The people who contributed to this article are all successful authors. The obvious question, of course, is how they got to be that way? Not surprisingly, experience is a key point.

"The key for me is always to write from the perspective of an experienced classroom teacher. I am a teacher first and writer second. And if I ever doubted that, my bank manager would quickly remind me!"

"I teach a lot (30 hours a week), and I only write for the kinds of students I teach. I also try to make the job of teaching easier for the hectic lifestyle most teachers have in Japan."

"I guess that all boils down to one word: experience." Yes, that one word, plus a few related ones:

"I have used over 60 textbooks during my teaching career in Japan and have gained some experience in what works and what doesn't."

"I worked with editors and advisors who have also worked here for a long time."

"I try to write books that I would like to use myself. Writing a textbook is a very similar process to designing one's own course materials, and many of the 'classic' ELT textbooks were directly based on materials authors developed for their own classes. [illegible]

[illegible] Oscar acceptance speeches: 'First of all, I'd like to thank God....'"

In publishing, to some degree you make your own luck. There's the image of a teacher having a great idea, sitting down, drafting a manuscript, submitting it to a publisher . . . and the rest is history. It rarely happens that way. In many cases, the publisher knows the kind of book or series it needs to complement its list. The publisher then goes searching for authors.

[illegible]

"I was doing JALT presentations. My to-be editor came up to me and asked me if I was interested in reviewing a book she was working on. I said, 'sure.' A month later, she contacted me and said the book wasn't ready to be reviewed yet—in fact, it wasn't even written yet, as the writers didn't work out, would I be interested in authoring? And we went from there."

Changes in publishing

Publishing, like most industries, is experiencing major changes. One cause is technology:

"Technology has made tremendous changes to the way textbooks are produced. As far as writing is concerned, it is now possible to communicate easily with co-authors and editors wherever you or they may be by fax, email, and phone. It is possible to exchange files and make changes to a manuscript extremely quickly. Word processing and page layout programs enable an author to produce near-professional drafts, which [illegible]

[illegible] lots of potential but most of it untapped."

"My gut feeling however is that jazzy technology still does not replace good pedagogy and well-structured book-based activities and tasks."

"It will be [illegible] quite interesting to see how web-based publishing [illegible] for example, will change the way we think [illegible] writing and about purchasing books."

[illegible] major change in publishing has been [illegible] In 1990, JALT had 102 associate mem[illegible] publishers. Now there are 66. Macmillan [illegible] Heinemann. Pearson grew out of Addison-[illegible] Prentice Hall, and Longman, which had [illegible] taken over Lingual House, Nelson, Harrap's, [illegible] others.

[illegible] have mixed feelings:

[illegible] when a company becomes larger, it be[illegible] flexible and more bureaucratic. It has more [illegible] making decisions on a local level. They waste [illegible] in the decision-making process, which [illegible] teachers, and students. Material becomes [illegible] it ever reaches the students. Give me a [illegible] any day over a luxury liner like the *Titanic.*"

[illegible] I think (the mergers are) bad. There is a [illegible] between those who are already established [illegible] who are not, and fewer opportunities for [illegible] There seems to be less happening at a grass-[illegible] Perhaps, in time, there will be a reaction to [illegible] many smaller companies will start up.

"It all smac[illegible] acks of monopolization of the market, decreased com[illegible] competition, potential sameness of the products, over[illegible] overly conservative and cautious publishing agendas."

Some author[illegible] hors do see positive aspects:

"Perhaps (th[illegible] there will be) more rational consolidation of resources be[illegible] between the relatively fewer publishers, perhaps bigger marketing budgets for promotion of the books, per[illegible] perhaps more budget resources for teacher development [illegible] seminars/workshops, perhaps less reliance on the [illegible] mythical 'blockbuster' so that the publisher can co[illegible] concentrate more on smaller, regional/country-spe[illegible] cific projects."

One person[illegible] on, ever the optimist, went so far as to say the following:

"In theory[illegible] fewer companies means fewer chances for new authors, and fewer new ideas. In practice, I'm [illegible] On the other hand, if an author has a [illegible] title with a large publisher, he or she stands [illegible] books, make more money, and descend [illegible] of debauchery a tad quicker."

[illegible] is despite the fact that royalties usually [illegible] something well under ¥100/hour.

[illegible] ries

[illegible] authors involved in this article are positive [illegible] publishing process. However, like any en[illegible] there are negatives. A couple that are telling:

"The pub[illegible] lishing world can be incredibly arrogant. An editor [illegible] may have spent one year teaching on the JET program and [illegible] then become the Japan expert for a major international [illegible] publisher. Other publishers who have never worked [illegible] in Japan are often so confident in their armchair theories about the Japanese market. Most of

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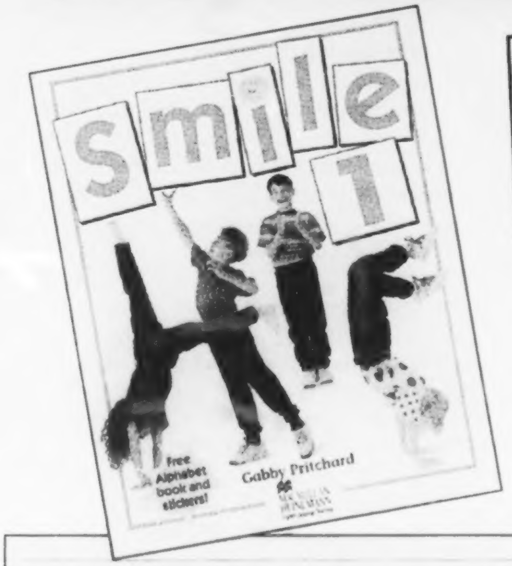

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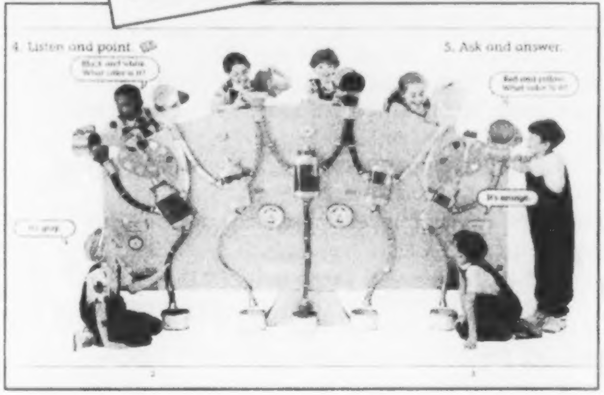

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the courses which didn't come out of the Japanese classroom but became best-sellers here did so by accident, not because some publisher in the UK or US deeply understood the Japanese market."

"(I've had) impossible deadlines—writing a text, workbook, and Teacher's Manual in six months, which included writing the TM before the book was even edited. THEN to have the publishing date pushed back, first 6 months and then 18 months. And then to have the main character in the text changed a year after final submission! It's almost enough to drive you over the edge! I felt kind of like (*Gone with the Wind* author) Margaret Mitchell would have felt if her editor had said, 'Wonderful book you have there. I know it's finished, but after talking with some focus groups, we've decided we'll have much more chance of selling the book if Scarlet O'Hara were a man instead of a woman. And if you had her living in Vermont...'."

Our best advice

The authors involved in this article are assuming those who read it do so for one of two reasons. Some readers may be teachers with a general interest in how books are written and how, in the authors' views, Japan-appropriate books get to be that way. Others, perhaps the larger group, are teachers who have thought about writing a book themselves. To that end, the participating authors each offered bits of advice. We hope they help.

"Work with a co-author. It is so much more fun to write with others and to bounce ideas off of each other and to keep each other honest when an idea really doesn't work. I have had more painfully hard belly-laughs when writing and working with my co-authors than any other time I can think of. It makes the difficult writing experience fun. Someone once said that writing is easy. Just stare at a blank sheet of paper until blood forms on your forehead. This is true only if you write alone; when you work with others it's great!"

"Work backwards. Have an idea of where you want an activity, page, unit or book to go before you sit down to try to get there. You start with the final 'product' and work backwards from there. Though in fact, you may never wind up getting to that point (because something more interesting happened along that way) it's a form of poetics which works quite well for me."

"Always be honest in your dealings with publishers. Apart from the question of basic morality, one reason for this is the high incidence of takeovers and publishing employees changing companies!"

"Offer to review textbooks for publishers—they are always looking for reliable, informative reviewers. Offer to write workbooks or teacher's books for courses; they can lead to other work."

"Teach as many classes as possible for some years. Record what you did in class. You might stick to one book, strictly stick to it to the point you do exactly what the teacher's book tells you to. Teacher's Books teach you a lot more than the student book itself. That's where the author talks to the teachers who use the book. By the time you finish one year following one author, you find yourself with your own ideas because your teaching situation is different from the author's."

"Question the assumptions behind methodology and ideas imported from teaching situations in other countries. Just because somebody famous said something, it doesn't mean it applies in the same way in Japan. There may be fundamental differences between the situations in which experts formed their ideas and the Japanese classroom."

"Don't be afraid to throw away what you've written. It is, in fact, sometimes helpful when one reaches a major block to simply crumple the paper or delete the file and then start over again, after, of course, a good break away from it. The fresh perspective and the clean file is often just what's needed."

"Get out there and *do* things—present workshops, volunteer in JALT. Get a good reputation regarding your specialty. Get your name out there as someone who has ideas and is willing to work."

"If you are dissatisfied with a textbook you are using, don't just bitch about it; rewrite exercises so that you think they work better. If you develop your own handouts, think of them as pages from a textbook. Think about layout, illustrations, white space, clear and concise instructions (rubrics)."

"They say every teacher has a book in them. I think reality is that teachers have first drafts in them. If you can make it through the changes that come after that, then you've got a shot."

"Advice? Persistence, tenacity, flexibility, belief in your ideas, willingness to adapt, more persistence, tons of coffee (and beer), willingness to give up lots of weekends, ability to take massive quantities of criticism without getting too bent out of shape, more persistence, thorough research of the published material that's already out there, and a well-placed connection or two in the ELT publishing world. Oh yeah, and more persistence."

"Be yourself. Don't pattern yourself after the success of others. Be original. Don't pattern yourself after other textbooks. Do something different."

"Having a good time with what you're doing. Writing books is hard work. The chances that it will be a major hit are minimal. Make sure you're having fun while you do it."

Reference

Prowse, P. (1998). How writers write: Testimony from authors. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 130-145). Cambridge: Cambridge University Press.

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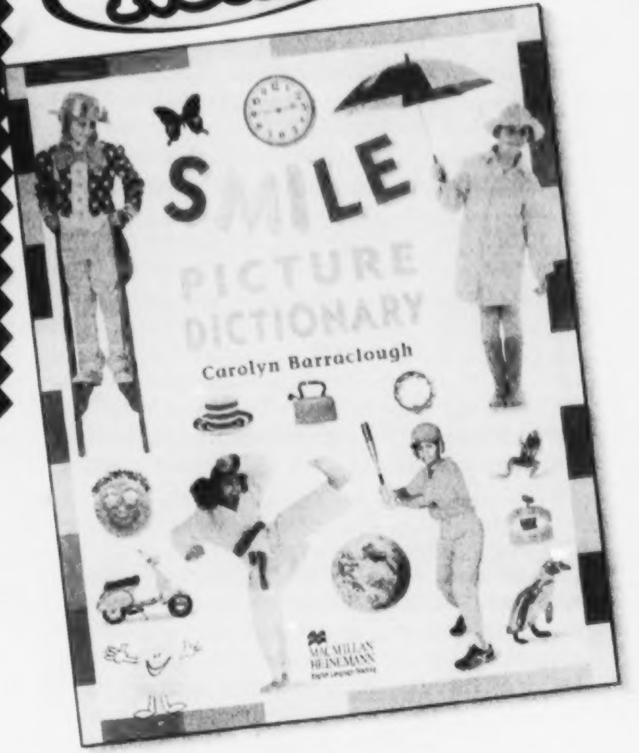

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Materials For Cultural Awareness:

Combining Language, Literature, and Culture in the Mind

Brian Tomlinson
National University of Singapore

I'd like you to read two short poems by Roger McGough, one of the Liverpool Poets. Both could be considered culture bound, and therefore very difficult for L2 learners to understand. Or they could be considered culture rich, and therefore very useful for L2 learners to experience. Here's the first one.

Vinegar

sometimes
i feel like a priest
in a fish & chip queue
quietly thinking
as the vinegar runs through
how nice it would be
to buy supper for two

(McGough, 1983)

Reflections on Reading "Vinegar"

What mental processes did you use in experiencing the poem? What did you do in your mind? Think about it for a moment.

Did you see vinegar in your mind before you started to read? Was it in a bottle? Was it in your kitchen or in a restaurant? Was it in a chip shop? Mine was in a chip shop; but that's because I share a cultural background with Roger McGough.

Did you see the priest in the fish and chip queue? Did you feel the vinegar running through?

What can you remember about the poem now? Try seeing images of the poem in your mind and talking to yourself about what it means.

My memory is a very vivid combination of mental images. I can see a priest and the poet in a fish and chip shop on Scotland Road in Liverpool. It is cold outside but warm inside. I can smell the fat and feel the vinegar running through the newspaper which the priest's fish and chips are wrapped in. I feel lonely in the way I sometimes did when I lived alone in Liverpool. This is a very personal response to the poem, what Rosenblatt (1994) called an aesthetic response in which the reader lives in the text. Obviously, no L2 learner would have the same aesthetic response as mine, but what I'm going to argue is that it's possible to help learners to achieve aesthetic responses to texts set in cultures which are very different from their own.

My point is that when I read "Vinegar" I didn't just understand the words, I experienced the poem. I did so both cognitively and affectively, linguistically and non-linguistically. I visualised, I talked to myself, I made connections, I felt feelings and sensations. I used the "language of the brain" (Bolstad, 1997:13). Of course, I was able to have a total experience of the poem because I've had an almost total experience of what it refers to. If you haven't had directly relevant life experiences to connect the poem to, then you won't have as total an experience of the poem as I did (especially if some of the words are unfamiliar, too). But what I'm going to argue is that helping learners to experience literature is far more profitable than getting them to study it. Experiencing literature multidimensionally can not only facilitate language acquisition (e.g., Mitchell & Myles, 1998) but it can help to develop cultural awareness too. The best way to develop understanding of another culture is not to observe it or study it, but to experience it. If that can't be done directly, it can be done through experiencing it in literature and then reflecting on the norms of that culture and the equivalent norms in your own. It is, after all, when we travel that we most think about our own culture. We do so because we become aware of its differences from the culture we are travelling in. And of course we can travel through literature, too.

Here's the second poem. It's very short, but it's culturally rich.

Missed

out of work
divorced
usually pissed
he aimed
low in life
and
missed.

(McGough, 1991)

How did you respond to the poem? Did you see someone in your mind? Was he someone you know? Did you feel anything for the man in the poem?

When I first read the poem I experienced what Masuhara Hitomi (this issue) calls *multi-dimensional*

本論では、文学の使用を主張し、テキストを勉強する前に学習者が個人的にそれを体験することの大切さを強調するcultural awarenessアクティビティのアプローチを例示する。文学を通して他文化を体験することによって自文化をより深く理解することができ、このようなawarenessは学習者の考え方を広げるのに価値のあるものである。この体験アプローチは学習したことが心の中で関連を深めるために感覚と内なる声を活用することが大切であるという研究に基づいている。心の中でこのような関連を深めることによって言語習得とcultural awarenessの両方を学習者がどのように達成したかを述べる。

representation. That is, I did not just decode the poem linguistically, I represented it in my mind through a combination of sensory images, affective responses, and inner speech. I *saw* a man, who was similar to a friend of mine, queueing for his social security money, I *felt* both pity and anger, and I *said to myself,* "Poor sod."

Again, I was able to really engage with the poem because I have direct experience of the culture in which it's based. A similar experience could be provided, though, through British literary works which highlight the effects of poor education and continued unemployment on confidence and morale. What I'm arguing is that, instead of explaining the cultural background to a text, we should provide more experience of similar issues and themes. When I taught a British Culture class at Kobe University, the students were initially confused and horrified to discover British economic and spiritual poverty; but, as they experienced more films and poems, they were moved to think more deeply about life in Britain and in Japan.

Definitions

By *awareness* I mean an open-minded, gradually developing, internal understanding, as distinct from knowledge, which is external and static (Tomlinson, 1994). By *cultural awareness* I mean awareness of how other groups of people think, feel, and behave.

By *literature* I mean spoken or written texts which achieve their effect implicitly, which leave gaps for the reader to fill in from their own experience, which get the reader to think and feel by interacting with the text, which both make use of and add to the receiver's experience of life, which seek to achieve an aesthetic response in which the reader lives in the text. Such literature could be experienced in the form of novels, poems, short stories, articles, plays, films, advertisements, or even birthday cards. The important point is that in our first language we do not normally study literature, we experience it (Tomlinson, 1998b).

By *culture* I mean the behaviour and beliefs of a community of people. There is a universal culture which unites all human beings in shared emotions, feelings and instincts. This is an affective culture which is manifested in different ways in different parts of the world but to which we all belong. There are ethnic, racial, regional, and national cultures which share characteristics with other cultures but which are defined by their distinct behaviours (e.g., Japanese bowing vs. American handshakes). There are also cultures which reflect communities of shared interests and goals (e.g., there is a real-ale culture; a soccer culture; a steam railway culture — all cultures to which I belong). And there is even the culture of oneself. Each of us is similar to other people because of our shared membership of community cultures. But each of us also differs from everybody else in what we think, feel, believe, and do. Of course, some of us diverge from the norm more than others do.

The more we understand and empathise with cultures to which we do not belong, the more positive and constructive we can be. In my view, this is the main objective of education, and one of the most effective ways of achieving it is through helping our learners to experience literature. In that way, they can come to understand other cultures and deepen their understanding of their own culture, too.

By *combining in the mind*, I mean that in responding to an experience we fire neural paths in the brain which connect what we are experiencing now to what we have experienced before and what we expect to experience in the future (Masuhara, this issue; Tomlinson, 1998a, 2000a, 2000b). These neural paths are both cognitive and affective, linguistic and non-linguistic, sensory and reflective. The more *connections* we achieve, the more we are likely to understand the experience and the more likely we are to retain and gain from the experience, too.

You might like to go back and see what connections you make when reading "Vinegar" and "Missed" again.

An Example of Combining Language, Literature, and Culture in the Mind

In order to illustrate the principles and procedures of my approach to combining language, literature, and culture in the mind (see also Tomlinson, 1999). I would like to give in lesson plan form ... example of a lesson I've taught with foreign language students.

Level

Elementary and above

Time

40-45 minutes

Aims

To stimulate emotive responses to a poem in the L2 and to help learners to express and develop their responses.

To promote the use of visualisation and inner speech when using the L2.

To develop awareness of the issues of old age and loneliness in Britain and in Japan.

Procedure

1. Tell the learners to think of an old woman that they know. Tell them to try to see pictures in their minds of their old lady, to see where she is, to see what she is doing, to see what she is wearing. Tell them to talk to themselves about their feelings towards the old woman.
2. Tell the learners to form pairs and to tell each other about their old woman. Tell them to describe the pictures of their old woman in their mind and to express their feelings towards her.
3. Tell the learners you are going to read them a poem about an old woman and that, as they listen, they should try to see pictures of her in their minds and

to talk to themselves about their feelings towards her.

4. Read the poem below to the learners:

I'm an old, old lady
And I don't have long to live.
I am only strong enough to take
Not to give. No time left to give.
I want to drink, I want to eat,
I want my shoes taken off my feet.
I want to talk but not to walk
Because if I walk, I have to know
Where it is I want to go.
I want to sleep but not to dream.
I want to play and win every game
To live with love but not to love
The world to move but me not move
I want I want for ever and ever
The world to work, the world to be clever.
Leave me be, but don't leave me alone.
That's what I want. I'm a big round stone
Sitting in the middle of a thunderstorm.
There you are: that's true.
That's me. Now: you.

(Arden & D'Arcy, 1962)

5. Tell the learners to think back over the poem, to see pictures in their minds of the old lady, to decide what they think about her.
6. Tell the learners to get into groups and to discuss their responses to the following statement about the old lady in the poem:

"I don't like this lady. She's very selfish."

7. Give the learners the poem and three pictures of old ladies and tell them in their groups to decide which of the old ladies wrote the poem. (NB: Ideally, one of the old ladies is smiling, one is holding her head in her hands, and the other is looking sadly out of a window.)
8. Get each group to join with another group and then to discuss their answers to 6 and 7 above.
9. Whilst the groups are discussing their answers, put up the following instructions on cards on the classroom walls. Each instruction should be on a different card and the cards should be spaced out around the room.

"Learn to recite the poem using a voice which you think sounds like the old lady."

"Paint a picture of the how you see the poem."

"You are the old lady. Write a letter to your son in Australia."

"You are the old lady. Write your diary for today."

"The old lady goes to the park and meets an old man on a park bench. Write the dialogue between them."

"You are the old lady's family. Hold a meeting to decide how you can help her."

"At the end of the poem the old lady says, 'Now: you.' Write a poem about yourself in which you express your feelings about life."

10. Get the learners to walk around the room reading the cards. Then tell them to choose one of the activities and to sit down and start it in the area around the card. They can do the activities individually, in pairs, or in groups. It's up to them.
11. Invite volunteers to present the products of their activity (e.g. recite the poem, display their painting, report their discussion etc.).
12. Get the students in groups to discuss the following questions:

"What does the poem tell you about British culture?"

"How do you think Japanese old ladies you know are similar or different to the lady in the poem?"

Comment

A similar procedure can obviously be followed for a lesson based on any emotive poem or extract from literature. You might try, for example, to use this procedure with the two Roger McGough poems quoted above. It can also be followed for lessons based on factual texts, which can be used to stimulate emotive reactions to events, places, processes, or issues and to get students to compare another culture with their own.

Such activities could be used to replace or supplement language decoding activities which are based on a potentially engaging text in the coursebook.

Conclusion

I'd like to urge all educators to include cultural awareness in their curricula and all teachers and materials developers to use an experiential approach in their development of cultural awareness activities. In that way, we can help learners to broaden and develop their minds and to achieve language proficiency too.

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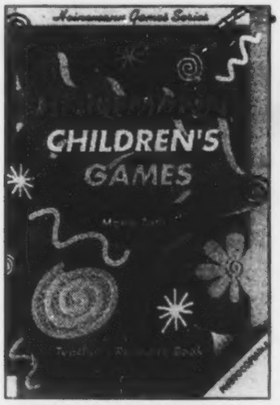
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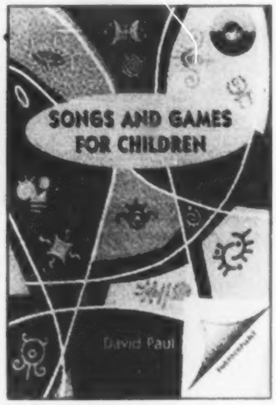
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外国語で読解できないのは語学力のせい？
—神経科学に基づいた読解教授法と教材

増原仁美
国立シンガポール大学

I．第2言語学習者の読解行動は普遍！？

第2言語学習者の読解過程を研究した論文を読むと奇妙な類似性に気づく。日本人大学生中級英語学習者を被験者に使い、Tomlinson（in progress）は外国語としての英語における読解過程を調査したが、それぞれ別のグループと別のテキストで行った19回にわたるプロトコル実験の結果として、学習者の典型的読解行動は'consisting mainly of studial decoding of words in order to achieve total comprehension of a text'であったと要約している。これは日本人学習者だけの問題ではなく、Auerbach and Paxton（1997）も同様の実験結果を前にこう述べている。'many...ESL learners...feel they have to know all the words in a text in order to understand it, rely heavily on the dictionary, are unable to transfer positive L1 reading strategies or positive feelings about reading, spend hours labouring over sentence-by-sentence translation, and attribute their difficulties to a lack of English proficiency.'（238-239）。

韓国人の成人英語学習者を被験者とした Kim & Krashen（1997）、マレーシアの大学生中級英語学習者を被験者とした Cooper（1984）の実験でも驚くほど類似した読解行動が報告されている。筆者自身のヨーロッパ・アジア計6カ国内上級の学習者のプロトコル研究（Masuhara, 1998）でも、出身国によって差があるものの、同じ傾向が見られた。

読解の質的研究の先駆として注目を集めたHosenfeld（1984）の研究のスペイン語の初心者も含めれば、まさに、年齢・国籍・学習到達レベル等の違いを超えて、外国語言語学習者の読解行動の類似性は普遍であるかのように見えるのである。

さらに不思議なのは、Tomlinson（1998）、Kim & Krashen（1997）、Masuhara（1998）、Cooper（1984）に於いては学習者はほぼ成人しており、母語では十分な読解力を持っているのである。

この現象を前に、教員も学習者も読解の困難さは語学力のなさが原因であると結論づけることが多いようである。そのような推測を裏付けるかのように、最近は、80年代より進歩した目線運動測定に基づいた、ボトムアップ・プロセス、中でも自動的語彙認識能力が読解力の要であるという読解研究が有力視されている（Adams, 1994）。そのような研究結果を反映してか、英米で出版される最近の英語教科書の読解セクションには、読解の前後に語彙の認知訓練等が含まれることが多い。

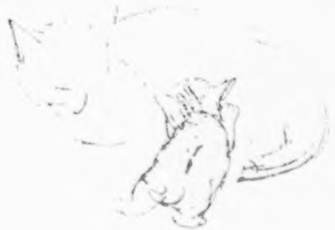
本稿では、学習者が必要としているのは、語彙認知訓練や文法練習ではなく、言語とその表象（ある事物を見たり聞いたりしたことや、言語が指示する内容等を頭の中で再構築したもの）の連結を促すような学習経験であることを、神経科学（脳の研究）に基づいた読解過程モデルを使って説明したいと思う。

II．知覚と表象

神経科学に基づいた読解の研究を紹介するためには、回り道のようだが、敢えて、言語処理から離れた知覚と表象のありかたをまず考える必要がある。

日常生活において、複数の人間がたまたま同時に同じ物を見た直後、互いに話をしてみると微妙に個々の印象が異なることを知って驚くことがある。記憶が関わってくるとさらに個人ごとの認識の差は広がるようである。犯罪現場の目撃者の証言等には、まさに厳密な裏付けが必要になるわけである。

記憶はさて置いて、同じ人間同士の知覚にこういった差が出てくるのはなぜなのであろうか。話をわかりやすくするために、ほんの短い時間で可能な実験を体験していただきたい。下の絵を10秒くらいご覧あれ。



絵を見つめている間の御自身の体験はどのようなものだったであろうか。一瞥されて、すぐ、本稿を読み進もうとされたであろうか。それとも、小猫の柔らかい毛や乳を求めて甘えた声を出すのを聞かれたであろうか。ご自分の過去の経験から、撫でてやると喜んでゴロゴロと喉をならしたりする様子、褐色の舌に舐められた時、ざらざらした感触に驚いたこと等を思い出されたであろうか。もしや、猫が嫌いな方は、顔をしかめられたかもしれない。「ああ、猫か。なぜこんな実験をするのだろう。」とつぶやく御自身の声を聞かれた方もいたであろう。

猫の絵を見た直後のこのような体験はいわば猫の絵を知覚すると同時に、頭の中で表象を作り出した結果といえる。

表象というのは哲学や心理学で使われてきた用語で、おおまかにいえば、「ある事物を見たり聞いたりしたことや、言語が指示する内容等を頭の中で再構築したもの」となる。マサチューセッツ工科大学のPinker（1997）はプラトンの有名な喩えを利用して表象をこう説明している。「人間は洞窟に閉じ込められて、世界を直接見ることはできない。人間が眺めているのは、壁に映る外の世界の反映でしかない。」Pinkerにいわせれば、洞窟にあたるのは人間の頭蓋骨であり、壁に映る外の世界の反映とは、大脳に作り出された表象だというのである。

この頭の中の表象の正体がいったい何なのか、ここ20年来、認知心理学の分野で中心課題の一つとして追求されてきた。認知

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心理学に於いては、現在に至るまで見解が統一されておらず、表象とは、コンピューターや数学の記号のようなものであるとかイメージであるとかその折衷案等が提唱されてきた。

一方、近年、飛躍的な進歩に支えられて、記憶や認知の分野の研究が盛んになってきた神経科学の説に従えば、「表象＝mental representation」の正体とは "The world we see is reality manufactured in the brain: an integration of all the internal and external information gathered through sensory systems" (Linas, 1990) と説明される。即ち、表象とは、大脳の中に作り出された視覚・聴覚・触覚等の知覚分野や感情・知能・記憶等を総動員した総合的神経回路の活動の結果だというのである。神経科学者の間ではこの解釈は基本的統一見解となっているようである (Bloom & Lazerson, 1988; Gazzaniga et al., 1998)。

話を具体的にするために、先ほどの猫の絵の体験に戻ろう。興味深いのは、読者の体験された表象が、猫の絵という外部から入る情報だけではなく、自分自身の内部からの情報も含めた総合的体験であったという事である。猫の絵を提示された際、私達が見たと思っているものは、すでに個人個人の過去の猫との直接・間接的記憶や感情・知識が無意識の内に組み込まれているのである。

それが証拠に、読者は、絵の中の小猫が振り向いた際、その顔が犬の顔だったとしたら、「違う！」と思われるに違いない。平面上のスケッチから、ぼんやりながらも鳴き声や動きや感触など、絵に直接書かれていない詳細すらいつの間にか頭の中で描いておられたのではなかろうか。当然、個人個人の経験が異なれば、無意識に表象していた猫の顔なども異なることは言うまでもない。

神経科学的表象の定義を是とすると、「学習」や「記憶」の神経学的説明も明快に説明できる。表象は、次々にめまぐるしく変化する人間の内外の状況に対応できるように本来非常に流動的なものである。学習や記憶というのは、この流動する神経回路の表象活動を定着・自動化するための大脳の仕掛けなのである。例えば、ある非言語また言語体験が、その個人の生存に重要で、しかも、繰り返し起こる時、脳は関連する神経回路に科学的変化（短期記憶）や生物学的変化（長期記憶）を起こす。この変化によって、表象に使われた神経回路はより早く、的確に再編成されるようになるわけなのである。まさに、子どもの頃、毎日夢中になって繰り返した遊びがいつの間にか身につき、いつまでも忘れずに自然に繰り返せる等というのは、大脳の神経回路が学習・記憶をした結果なのである。

III．表象と母語における読解

では、神経科学的表象と記憶の定義を理解したところで、どう言語が表象に関わるのかという本題に入ろう。また、短い実験を御体験願いたい。次のさとうはちろう氏の詩をお読みいただこう。

沈んでいるわたしのキモチを

沈んでいるわたしのキモチを
引き立てようと
おどけた身ぶり手ぶりをする
母の姿が かもしだすさみしさ
それを見るたえがたさに
手拍子で唄い出すわたし……
—これが親子のしるしらしいのです。

この詩を読んで、どんな体験をされたであろうか。おそらく、読者は以下のような体験をされたのではなかろうか。

・なんらかの感情の動きを感じた。
・イメージや音等をぼんやりとではあるが経験した。
・自らの家族との似たような経験を思い出した。
・詩や作者について知っていることを思い出した。
・思い出した内容や詩によって引き起こされた感情やイメージは同じ人でも読むたびに違っていたりするし、ましてや、個人個人の体験は異なっている。

Masuhara (1998) によれば、読解活動は、脳の非言語表象の機能の延長といえる。「おかあさん」という言語記号は、生後以来自らの肉体的精神的生存に根深く関わった存在として、大脳の中に我々個人個人の母親に関わる膨大な非言語記憶を呼び起こす。必ずしも言葉で表現しきれない複雑な感情や思い出や匂い、声や感触すらよみがえってくる。この記憶は、母と子どもの長い直接的ふれ合いの中で、脳に記憶されていったものであろう。その非言語回路記憶が詩を読むことで、再び活動し始めるのである。

神経科学的に読解と表象の関係を説明すると、母語読解の際、この「おかあさん」という言語記号が刺激となって脳の中に呼び起こされた知覚・感情・知能等全ての神経回路の活動がまさに表象、いわゆる、「意味理解」ということになる。後々の説明の便宜のために、この「おかあさん」という言語記号と連動自動化された非言語表象記憶回路との結びつきを本稿では「直接連動」と呼ぼう。

実生活の場合、表象は、外部から視覚・聴覚・臭覚・触覚等として入ってきた刺激の神経回路活動の総合されたものを意味する。読解の場合、外部からの刺激は唯一、言語記号である。読者は言語記号を大脳の中で処理する際に、記憶の中から、言語記号に対応する感覚（視覚・聴覚・臭覚・触覚等）や感情・知能等の非言語表象回路を活動させることで、テキスト全体の内容の総合表象を大脳の中に作り上げなくてはならない。

従って、読解においては、言語処理に関連した神経回路と非言語表象の神経回路がどれほど強く結びついて自動化しているかの度合いが問題となる。「おかあさん」という言語記号と対応する感覚（視覚・聴覚・臭覚・触覚等）や感情・知能等の非言語表象回路は強く「直接連動」しているが、自動化の弱い場合は、母語でも、表象が弱くなる。例えば、コンピューターを使い慣れていない人の場合、コンピューターのマニュアルを読んでも、イメージもわかなければ、意味も不明となりがちなのは、言語記号と「直接連動」する非言語表象回路が確立していない結果といえるだろう。こういった言語記号に対応連動する非言語表象回路が確立していない場合を、「連動不全」と呼ぼう。

「おかあさん」の例に示された「直接連動」と「コンピューターマニュアル」の例の「連動不全」を両極とすると、読解のほとんどの場合というのは、両極の中間を行ったり来たりしているということではないだろうか。例えば、日常生活で、母語に於いても知らない語彙に戸惑うことはよくあるわけだが、その際、内容に詳しい人に尋ねる、辞書をひく等の行動をとるわけである。いわば、「おかあさん」という言語機能のように対応する表象記憶

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がたくさんない場合の非常措置である。多くの場合、未知の言語記号を既知の言語記号に間接的に通すことで、対応する非言語表象を作り上げることができる。例えば、聞きなれない法律用語を日常語で言い換えてもらえば、日常語に対応する表象を思い起こすことができるので、最終的に法律用語の意味がわかったような気持ちになるという例があげられよう。こういった例を「間接連動」と呼ぼう。

「間接連動」で興味深いのは、言語記号の意味を言語記号を通して理解することの難しさである。例えば、「バラ科の落葉高木。また、その果実。葉は尖った楕円形で晩春、白い花をつける。果実は普通甘ずっぱい味で、赤・黄・薄緑色などがあり、食用」という説明を受けて、読者の中で何人の方が、しばらく反芻することなしで、即座にりんごをイメージされたであろうか。

以上、言語記号と対応する表象の関係を考えてきたわけだが、「直接連動」と「間接連動」と「連動不全」の比率は日常生活の読解でどのようなものになっているのであろう。もちろん、厳密には読み手とテキストと読解の目的によって変化するわけだが、平均的母語読解の場合、おそらく「直接連動」がほとんどで、「間接連動」が時折必要になるといったところであろう。「連動不全」ばかり起こるようなテキストであれば、母語の読者はそのテキストの読解に特別の目的や理由がなければ、「つまらない」「むずかしすぎる」「時間の無駄」として読解を中止するのではないだろうか。

さて、次に問題になるのは、外国語における読解に於いて、言語記号の刺激からどのような非言語神経回路の活動が起こるかというものであろう。

Ⅳ．表象と外国語における読解

Masuhara（1998）は英語を母語とする熟達した読み手10名と上級英語学習者10名を使って英語小説抜粋テキストの読解過程のプロトコル研究を行った。実験の詳しい説明は、直接、論文を読んでいただくとして、大まかな結果のみ次に記述する。

Think Aloud、自由作文、質問紙のデータに於いて、母語読解の場合、熟達した読み手のほとんど全員が、本稿で「おかあさん」の詩を使って説明したような、感覚・感情・知能を総動員した「直接連動」を経験したことを報告した。多くの母語の読み手は個人的な過去の経験からくるイメージ等を思い出したことも報告していた。また、テキストに関する批判や共感などの意見を述べる報告も多かった。読解の結果として、熟達した読み手は読解の最中に、スライドの連写のようなイメージとか、映画のような動きや音をともなったイメージでテキストを体験しているようであるという結果になった。

一方、英語上級学習者の報告の場合、全般に何より目立ったのが、語彙やテキストの分からない部分に関する不安や自分の語学力に対する不満であった。Think Aloudのデータには、「間接連動」や「連動不全」の例と思われるような記録が多く見られた。イメージや感覚の直接連動は半数以上が報告したが、テキストの語彙に即したものがほとんどで、テキスト全体の表象になると、個々の部分的イメージ等が結びつかず、内容の理解に混乱が見られた。母語の読者のような映画やスライドを見ているといった感覚を報告した者はほとんどいなかった。やはり、本稿の最初の部分で紹介したAuerbach & Paxton（1997）に代表されるような外国語学習者の読解行動との類似が浮かんできたわけである。

Masuhara（1998）はさらに、被験者の数を増やし、50人の日本人大学生中級英語学習者に同じ英語のテキストを使った自由作文と質問紙のプロトコル研究を行った。その際、統計的に同質とみなされるもう一つの50人の日本人大学生中級英語学習者に同じテキストの翻訳を使って母語における読解過程研究をした。

その結果、日本人英語学習者は母語では、直接連動表象を構築しながら、熟達した読み方ができるのに、外国語になると、例の普遍的な外国語学習者読解行動をとっていることがわかった。

二つの実験結果を要約すると、熟達した母語の読み手の読解行動と外国語学習者のそれとは以下のように対比できる。

	熟達した母語の読み手	外国語の読み手
読み手の基礎の焦点	内容に焦点を当てて読んでいる	内容の前に未知の語彙に焦点を当てがちである
言語記号と非言語表象回路の結びつき	ほとんどが直接連動（言語記号が直接非言語表象を導きだしている） 時折、間接連動や連動不全（言語記号と対応する非言語表象の関連が成り立たない）があっても、無視するか、文脈の中で解決していく	ほとんどが間接連動（言語記号を日本語に訳して考えている） 直接連動もあるものの、部分的であるので、文章全体の中でそぐわなかったりして混乱のもとになる 連動不全（言語記号と対応する非言語表象の関連が成り立たない）の例多し
テキストに対する態度	テキストの内容や表現を評価する	テキストに対する批判はせず、自分自身や語学力の無さを否定的に評価する 読む目的やテキストに関わらず、語彙・文法など100%わからないと不安になる
目　的	目的に合わせて、これくらいわかればいいだろう程度のテキストの意味解釈を達成すると同時にテキストが自分に与える効果（自分の思い出や個人的な意味深さ）を問題にする	書き手が意図したテキストの意味は一つのみであると仮定し、自分なりの解釈をしないよう、正確に理解をしようと努める

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神経科学が示唆する読解指導法と教材

[illegible]

こういった対策が取られない背景にあるのは、人間の言語認識は言語記号で説明できるという誤解ではなかろうか。神経科学的に考えれば、語彙やルールは「認知連動」を促しているだけでしかない場合が多い。人間の表象は膨大な非言語記憶神経回路の活動から成っているという神経科学的事実を考慮するならば、むしろ、教授法や教材は、どうすれば「認知連動」を学習者に体験させられるかを考慮すべきであろう。

神経科学の学習・記憶研究が示唆しているのは、神経回路の活動を引き起こすのに、「学習者にとって」意味のある繰り返しで、[illegible]が重要な意味を持つということである。[illegible]

[illegible]

具体的な指導法としては、TPR/TPR Plus (Asher, [illegible]; Tomlinson, [illegible]) や Experiential Approach (Kohonen, [illegible]), Extensive Reading (Day & Bamford, [illegible]), Task-based Approach (Willis, [illegible]) 等が上記の神経科学的指針に適うようである。これらの指導法・アプローチを使用した結果、好ましい学習効果が報告されているというのも、これらの指導法が、[illegible]神経回路の活性化を引き起こす機会をつくりだしているからだと思われる。

[illegible]

外国語教育で、ともすると「テキストを使った言語教育」と「読解」が多くの場合混同されているのではないだろうか。「テキストを使った言語教育」においては、テキストはそのレッスンの重要語彙や文法等を紹介するための見本程度の意味しかもたないことが多い。一方、日常生活における「読解」では、自分の気に入ったテキストを、気に入ったように目的に合わせて「読む」のを止める可能性も含めて、読むのが普通ではなかろうか。そもそも読書をするのは読書をした結果、何らかの利益につながる、快感をもたらす、問題解決になる等、個人的理由があるから行うものである。しかし、外国語学習の読解の多くの場合、授業として、言語を学ぶために読むのであり、テキストが自分にとって面白いとか利益になるとかといった個人的事情や読み手の個性は一切、問題にされない。

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Run It Past Rod

An Interview With Rod Ellis

Kent Hill
Obirin/Nihon University

[illegible] Rod is presently director of the Institute of Language Teaching and Learning at the University of Auckland.

KH: The gap between SLA research and teaching pedagogy is recurrently mentioned in *SLA Research and Language Teaching*. What can materials development do to narrow the gap?

RE: A possible way is through materials development. In fact there is, particularly in British applied linguistics, a long tradition of researchers or applied linguists involving themselves in materials development. Perhaps the most obvious example is Widdowson's involvement in the *Focus* series, which was an English for Specific Purposes (ESP) set of books. The approach to teaching ESP that those books embodied derives directly from Widdowson's own theory of language teaching as reflected in *Teaching Language as Communication* and other publications that he produced at the end of the 1970s and beginning of the 1980s. So Widdowson is a classic example of someone prepared to suggest ways in which his theoretical ideas can be fed into language teaching, and the approach he followed is materials development.

I've tried something similar. Much of my recent work has been on form-focused instruction, in particular how one can do form-focused instruction in a way that might be compatible with how learners learn. This led recently to the development of grammar teaching materials in conjunction with Stephen Gaies.

KH: Should materials be required to have some form of validity or reliability, the same as all research has?

RE: People can do materials evaluation for two rather different purposes. They can carry out an evaluation to decide whether the materials achieve what they are supposed to achieve; that's a kind of aims evaluation. Or, alternatively, they can carry out an evaluation because they want to obtain some understanding of what students do when they use the materials and to improve the materials. With the first aim, the issues of reliability and validity do apply, because if your evaluation is not valid or reliable, then you can't say whether the materials are or are not achieving their aim. But with the second aim, the issues of reliability and validity are not really so crucial. What is more crucial is informativeness, the extent to which the evaluation that you've undertaken has given you helpful insights as to what's going on when you use these materials with students.

KH: Would a teacher's conducting action research—in the sense of a materials microevaluation of a task—be useful to SLA research and teaching pedagogy?

RE: Materials evaluation can also be of two kinds: it can take the form of a macroevaluation, where we might try to evaluate a whole book or a whole set of materials designed for a particular course, or it can involve what I call microevaluation, where we take a particular class or perhaps the materials needed for a single lesson and proceed to submit those to a fairly detailed evaluation. What I've suggested is that doing microevaluations of materials is potentially an effective way of doing action research. Teachers very often think of their teaching in terms of *what materials am I going to use tomorrow?* and therefore asking teachers to do action research following the traditional idea—identifying problems and possible solutions to problems—is not something that perhaps comes easily to them.

So, instead of taking the problem-based approach, teachers could take a materials-based approach to action research. That is, to find out a bit more about what happens when students actually do a task. They can base their action research on some particular task, to try to find out what's going on, or to find out whether the aims of the task are actually being met when the task is used in the classroom. In general, my postgraduate students found microevaluations very revealing. They enabled them to get inside their teaching and to discover things that they had not been aware of before. They also led them to propose ways in which they could modify the task, in order to try it again—so in that respect, the microevaluations worked very well as action research.

KH: You're a researcher, a teacher educator, and a materials developer. How do you see these three roles to be interrelated?

RE: In my work in general, these things have been interrelated. First, as a researcher, I've tended to research issues that are of theoretical interest in SLA research but are also of potential pedagogical importance.

The same is true for my work as a materials developer, although I have to be pretty honest here: When one develops materials, there is always a tension between the sorts of materials that one might want to develop on the basis of one's theoretical understanding of SLA and the kinds of materials that publishers think that they can sell. There are necessary compromises that have to be made.

I can give one very concrete example of that kind of compromise. Recently, together with Stephen Gaies, I developed a set of materials for teaching grammar through awareness raising rather than through production practice, and one of the types of activities that we have in these materials we call *noticing* activities—interpretation tasks where students are given a text which is gapped. They have to listen to a recording of the text and fill in the gaps through processing the aural input.

Now, one of the things that we discussed when we were developing these materials was whether we should give some guidance as to what students needed to do when they filled the gaps—for example, by providing the verb in the unmarked form—or whether one should leave the gap without any clue as to how it should be filled in. My preference was for not giving any clues, but forcing learners to listen very closely to the text in order to work out what the exact word was. But the editor of these materials felt that the learners for whom these materials were primarily intended, Asian learners of English, needed some assistance in processing the forms that they were supposed to listen for. Therefore, he insisted strongly that it would be better to give a clue in the form of the unmarked verb, and eventually Stephen and I agreed to do this.

Retrospectively, though, many teachers who are using these materials have asked, "Why do you give them the verb? If you give them the verb they don't really need to listen as they can just use the context to put the verb into the correct form. And we're back into the usual type of blank filling exercise, whereas if you didn't give them the verb then it's necessary for them to process the text, to listen carefully to the text."

So in this case, my own inclination as a theorist and teachers' own understanding of how the materials might work best actually concurred. But the editor was concerned more with the marketability of the materials. Publishers sometimes insist on compromises that really aren't necessary, and if they were prepared to be a little bit more adventuresome, in fact there would be no negative impact on sales.

KH: Are publishers slow to take risks and make innovations? Does this hinder putting the results of SLA research to use?

RE: Are publishers slow to accept innovations in materials? The answer is definitely *yes*. Nevertheless, publishers are aware of what constitute the best sellers in the particular area. If we take grammar practice books, they are aware that the grammar practice books that have made the most money are grammar practice books like, say, Murphy, and therefore there is a tendency for them to produce some kind of clone of Murphy, so that they can get their share of the market in this particular area. This tends to preclude producing grammar practice books that are radically different.

Recently, I undertook an analysis of the methodological options that were used in six grammar practice books, one of which was Murphy, another of which was Eastwood—both best-selling grammar practice books. One of the things that struck me about the results of my analysis was that the principal methodological options being used in these state-of-the-art 1990s grammar practice books were exactly the same as the principle methodological options being used in grammar practice books produced in the 1950s or the 1960s, and what constitutes a grammar practice book—certainly from the methodological perspective—hasn't really moved on very much. The two main methodological options were to give the learners an explicit description of a grammar point and then give them some practice exercises, typically of a very controlled nature, such as filling in the blanks.

Why haven't grammar practice books moved on? There are many possible reasons, but one reason is that grammar practice books that utilize those two methodological options have proved very successful commercially. Therefore, publishers are perhaps reluctant to change them, so the changes were more cosmetic changes than methodological changes. Asking publishers to publish a grammar practice book that is radically different to the Murphy or the Eastwood format is a challenge to them, and they are somewhat wary of doing so.

Then the question that you wanted me to address was how easy had I found it to incorporate the theoretical ideas that come from my work in SLA research into my materials writing and materials publishing . . .

KH: How receptive publishers are to it . . .

RE: Perhaps understandably, publishers are very often reluctant to make radical changes to formulas that have led to publishing successes in the past. I've been lucky, because with Stephen Gaies I have managed to publish *Impact Grammar*, which I think is very different from traditional grammar practice books. It's interesting to consider why this was possible.

There are two major reasons why *Impact Grammar* got to be published. One was that it rode on the coattails of the other books in the *Impact* series. So the publisher, Addison Wesley Longman, felt more confident in publishing it, because they felt that teachers would buy it simply because it had the *Impact* name.

The other reason why it got to be published was that it was developed under rather unique circumstances. It wasn't developed directly by Longman, but by a private company run by Michael Rost that was contracted by Longman to develop the *Impact* series. Mike Rost, as well as being the owner of a publishing company, is also an applied linguist. He is a researcher and has written books on applied linguistics. Mike Rost, perhaps more than anyone, has one foot in each camp. He has a foot in the researcher/theoretician camp and also a foot in the practical world of teachers. This meant that we were developing a book with someone who had a very solid understanding of the theoretical principles that underlay it.

This did help to produce a book that was innovative. It's probably rare that textbook writers have the opportunity to work with editors who are themselves applied linguists, and the situation that we enjoyed in developing *Impact Grammar* in that respect is unique. One only wishes that this sort of situation existed more generally.

KH: It's almost action publishing. Why does *Impact Grammar* use listening as the form of input?

RE: One of the ways in which *Impact Grammar* is innovative is that the data learners work with is aural input, rather than written. If you look at grammar practice books, you'll find that very few of them actually provide learners with the opportunity to *listen* to texts, as opposed to that of *reading* texts. We chose listening texts because we felt that one of the things that learners need to do when they are learning grammar is to notice particular grammatical features as they occur in input. In particular, we felt that they need to be able to notice these features when they occur in *aural* input. In general, learners—perhaps Asian learners in particular—have very considerable difficulty in processing aural input. They have difficulty in processing it for meaning, and because of this, they have very little processing space left to actually notice the grammatical features that are present in the input. Current theories of SLA argue that noticing is essential in order for acquisition to take place. Therefore, one of the things that the *Impact Grammar* materials try to do is train the skill of noticing in aural input.

We also want learners to be able to process grammatical features in real time—not in a very controlled fashion, but as they hear them. Obviously, aural input is essential, because with written input learners have the opportunity to read the text five times, to translate it, to engage in what I call *control processing*, but when learners are listening to aural input, they have to process a feature as they hear it. Of course, they can replay the tape, but even then, they're still processing it again in real time, so you are forcing automatic processing. One of the conditions for successful acquisition is that learners engage in automatic processing. Hence our use of listening rather than written texts.

KH: You label your tasks *consciousness raising* (CR). There has been a substantial amount written about conscious experiences being too subjective and therefore making external observation of CR impossible. Could you explain why you stick with the term *CR*?

RE: The term *CR* has probably been the preferred term in the literature. It goes back to the 1980s, when Sharwood-Smith used it. Also, Rutherford used it, I've used it, and it has been fairly widely accepted now in teaching circles. Sharwood-Smith has argued that researchers or teachers can not necessarily raise consciousness in learners minds, because that's something that learners can only do for themselves. All that the researchers or teachers can do is to fiddle around with the input that the learners are exposed to, hoping that the input will raise consciousness in some way. For this reason, Sharwood-Smith has proposed that we use the term *input enhancement* rather than *CR*. I stuck with *CR*, because the term has become generally accepted by teachers. I don't find too many teachers using *input enhancement*. I do find them using the term *CR*.

I've also stuck with it because I wanted a term that contrasted with the notion of *practice*. When I first introduced the term *CR*, I wanted it to refer to a different approach to grammar teaching. Practice materials are directed at getting learners to produce the target language structure; consciousness-raising materials are directed at developing awareness of how the grammatical structure works.

One of the general problems of applied linguistics is that it's full of terms and at various points people come along and say, "Well, perhaps this isn't the best term for *x*, and maybe this will be a better term for *x*." People have to decide whether they want to go with the new term or stick with the older term.

KH: Earlier, you touched on the relationship between meaning- and form-focused tasks. Do you feel that they have different goals, or can materials focus on both simultaneously?

RE: This is perhaps one of the essential questions about language teaching facing us at the start of this century. That is, the relationship between meaning-focused and form-focused instruction. There are problems with trying to integrate the two. When you try it, you run the risk of compromising the communicative part of your program. Students perceive the entire program as requiring accuracy and a display of knowledge, rather than efforts to communicate meaning.

Recently, Michael Long has been arguing that the best way to integrate a focus on meaning and a focus on form is methodologically, rather than through design. From a materials point of view, this suggests that all we need are meaning-focused materials and then methodological guidance to the teacher as to how a focus-on-form (FonF) can be incorporated in the context of doing the meaning-focused activities. What Long has in mind is that the FonF should occur through the feedback that the teacher gives to learners as they attempt to do communicative activities. For example, if learners make errors, the teacher can step in and model the correct form by means of recasts. If one does it this way, then in essence one would rely entirely on a communicative task-based syllabus.

KH: Perhaps some methodological outline could be provided in the teacher's book.

RE: Yes the teacher's book could include possible grammatical structures that the teacher might look out for, to see if students perform them correctly, but by and large the teacher would have to act responsively, in the sense of responding to grammatical problems that arose when students were trying to perform a particular communicative activity.

KH: Is that only half of an approach then? Isn't there a proactive situation as well as a reactive situation?

RE: Right. The two ways of dealing with form focused instruction are both necessary. We could have separate components for meaning- and form-focused instruction. The form-focused component of our curriculum would follow a structural syllabus, based on the kinds of problems that we know learners are likely to make. There would be grammar lessons in such a program. Then, in the meaning-focused part of the program, there would still be the opportunity for FonF to be introduced methodologically, through teachers' responses to grammatical problems.

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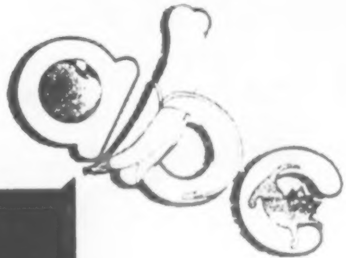

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Obirin University

Approaching the construction process
In the construction of an edifice—a large, split-level home, say—plans are drawn, the frame is assembled, the structure is built, the interior is decorated and the rooms are furnished. Many stakeholders give input and, ideally, collaborate toward a common vision. Architects, zoning officials, builders, electricians, plumbers, interior designers and occupants are all involved in the collaborative process. During each phase of the work, their decisions reflect an interplay of their aesthetic preferences, practical needs, physical resources, and external constraints. After that, regular maintenance and occasional large-scale remodeling is undertaken. The result is a fluid, sometimes spontaneous, often circular, process of decision-making, problem solving, negotiation, and compromise.

The edifice of a university-based coordinated language program similarly undergoes a kind of interactive construction process. The organizational goals, curriculum, content, materials, and mechanisms for maintenance inevitably reflect the interaction—at times smooth, at times not—of various philosophical tensions, pedagogical dichotomies, institutional pressures, and practical constraints. (For a discussion of the many stakeholders involved in a university-based language program, see Lindsay, 1997.) The result, as for our home above, is a fluid, sometimes spontaneous, often circular, process of decision making, problem solving, negotiation, and, inevitably, compromise.

This article examines some of the competing issues that influence the builders of a language program to adopt certain perspectives over others in constructing the curriculum and materials. To illustrate the issues involved, examples are drawn from the Obirin University English Language Program (OUELP). Though it's certainly not the only "model home" on the market, the Obirin program has proven itself to be a structurally sturdy abode containing well-appointed, coordinated "rooms" of core and elective courses to accommodate the 35 teachers and 1000 students who occupy them at any one time. More importantly, it has for a number of years relied primarily on its own in-house materials-writing "interior designers" to furnish and continuously refurbish its core rooms. The "interior designing" is not only the most time-consuming element of a program's management, but also, ultimately, the most visible manifestation of its distinctiveness.

Drawing the blueprints → Needs: EGP, EAP, GEAC
A large, multi-room home is designed for the needs of its future occupants. Since the builders may not know precisely who the future occupants will be or what they will need, however, they design a structure that can accommodate a variety of occupants over time.

A language program may incline its course offerings toward either English for General Purposes or English for Specific Purposes (EGP or ESP), or any of ESP's similarly abbreviated branches, such as EOP, EAP, EGAP, or ESAP—English for Occupational Purposes, English for Academic Purposes, English for General Academic Purposes, or English for Specific Academic Purposes (Jordan, 1997). The starting point for a university language program's curriculum and materials planning is an assessment of student needs.

The problem, of course, is determining those students' needs. Far from the narrowly identifiable needs of a homogenous group of airline pilots or nurses, unfortunately, university students' needs are often either broadly varied or essentially undefined. Many, in fact, are the proverbial TENOR students—Taking English for No Obvious Reason. A large program must attempt to accommodate them all.

To reflect this "open house" approach, the OUELP targets a fairly inclusive set of program goals, which incorporate

- proficiency goals (extending language skills)
- cognitive goals (understanding relevant cultural knowledge)
- affective goals (achieving a sense of self-esteem and empowerment)
- transfer goals (mastering generic learning skills for further study).

In the context of changing student population and this eclectic mix of design goals, we have seen the need to position the program midway between EGP and EAP. Perhaps the more embracing acronym GEAC, General English in an Academic Context, most aptly

家を建てるとき、まず、設計図が引かれ、材料が集められ、建物が建築され、内部が装飾され、部屋には家具が置かれる。設計士、建築業者、インテリアデザイナー、居住者はみんなこの共同プロセスに携わっている。同様に大学の語学プログラムも双方向の建築プロセスを踏む。考え方の相違における緊張、教育上の分裂、組織のプレッシャー、実際上の制約などの相互作用を反映しながら、組織的な目標、カリキュラム、内容、教材、メインテナンスの手法などが決まっていく。たくさんの人々がインプットを与え、理想的には共通のビジョンに向かって協力するのである。意思決定、問題解決、交渉と妥協のプロセスは流動的で時には自発的で、しばしば堂々廻りをするものである。本論では、カリキュラム作成や教材選択の過程でいろいろな意見の中で特定のものを採用するときに語学プログラムに影響を及ぼす様々な問題について検討する。

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describes the OUELP's set of working blueprints—plans that are realized both in the structural framework (curriculum) and the interior (materials) design.

Building the framework → Integrated skills

The foundation is prepared and the framework is put in place. The blueprints call for a split-level design. On the first floor is a large central multi-purpose living space for all. Along the hallway are smaller rooms set aside for various uses. The second floor shares the same floor plan, with a multi-purpose living room and separate smaller rooms down the hallway.

Just as student needs determine the functional focus of English (General or Academic) adopted by a program, they also affect the structural framework within which the curriculum and materials reside. EAP courses often revolve around a common core of study skills divided into receptive and productive skills (Jordan, 1997). English programs in Japanese universities often segregate the written and oral skills, offering a collection of skill-based courses—separate rooms, each opening on the hallway, but none opening directly on another.

There are good reasons, logistical and pedagogical, for structuring a program upon a discrete-skill framework, with each of the language skills timetabled to a specific lesson. Likewise, a program may; for practical or philosophical reasons, integrate the skills, allowing the various language skills to flow through a course in an order dictated by the content. As well as offering the teacher the advantages of flexibility, an integrated approach offers the students variety, interest and, arguably, a more natural, authentic framework for the study of any content area (Brinton et al., 1989).

The OUELP framework, with its GEAC blueprint, supports both integrated skills and discrete skill areas. The integrated-skills first-year and second-year "multi-purpose rooms" form the structural center of each floor, with students spending more of their time in this "core" area. The separate-skill elective course "studios" down the hallway provide students both the space and the opportunity to use other areas of the "house" to their own advantage.

The decision to erect an integrated-skills framework for its core courses has also led the OUELP naturally to a content focus. Although "content-based" methodology often implies extensive use of authentic materials (Brinton 1989), the program's GEAC bias has led it to adopt a "soft" version, with some authentic material and some adapted or simplified. Rather than attempting to produce subject-specific content for each department, the core courses offer a mix of vocabulary-rich materials appropriate for a range of student interests and general academic needs.

Designing the interior → Do-It-Yourself materials

With the framework and structure in place, electricity and plumbing are installed. It's then time to consider the interior design scheme. It's a big job and one must consider whether to tackle it oneself, as a major Do-It-Yourself (DIY) project, or to bring in interior design professionals.

Why would the planners of a program choose to design its materials "in-house" over the far easier course of adopting commercially published material? Swales (1980) suggests two varieties of reasons: (a) The existing published textbooks are lacking in some way, either in designated level, cultural appropriacy, or match-up with program goals; (b) language teaching professionals' hubris or self-imposed need for status demands rejecting off-the-shelf books in favor of material displaying their own homegrown expertise. We may also add an equally relevant third reason: the market-driven demands on the institution to promote a "designer-label" course to attract more applicants. As Nunan (1998) points out, the teaching materials are "the tangible manifestation of the curriculum in action." Just as it's the interior design that gives a room its distinctiveness and usefulness, it's generally the materials that provide a language program's most direct effect on the students' learning.

Whatever the reasons for choosing DIY materials, once that decision is made at the program level, the in-house interior design team has committed itself to a very time-consuming, labor-intensive undertaking. Decisions at each level affect those of each level below, from syllabus down to unit, lesson and activity.

Decorating the space → Theme selection

Floor plans are rendered and the rooms, fitted with carpets, wallpaper, and curtains, take on distinctive styles in keeping with their intended uses.

For an integrated-skills content-based syllabus such as that of the OUELP core course, a useful organizing unit is the theme. Within each theme, the topics themselves can then be allowed to dictate a variety of language input and tasks (Brinton et al., 1989). However, questions of scope and sequence must follow: What criteria should guide the selection of themes? What principles should guide the order of themes?

In the OUELP we opt for first-year themes such as *People*, *Education*, *Countries*, and *Global Issues*. In the second year they are *Film Culture*, *The Sixties*, *Youth Culture*, and *The Information Age*. Within this selection, the order is guided by a loose, though consciously built-in, conceptual and linguistic grading. In the first year, the earlier themes focus on personal experience and the physical world around the students, and have a relatively low conceptual load, then progress toward more abstract and issues-based materials which require more linguistically-challenging responses. In this way, the students move to "higher-levels of language processing (e.g., comparison, distinguishing fact from opinion) through the variety of text types, formats, and activities to which they are exposed" (Brinton et al., 1989, p. 15), sharpening both their linguistic and cognitive processes.

Furnishing the rooms → Theme organization

With the floor, walls, and windows appropriately covered, one begins to visualize the central living space fully furnished. In deciding what will go where, maintaining a sense of unity and practicality become crucial issues which demand attention.

With appropriate themes in place, the question arises as to what principles will guide each theme's construction and organization. One considers theme length, the balance of skills, the flow of material, the internal cohesion of the material within the unit, and the desired balance of built-in consistency and variety.

Balance of skills: Maintaining an appropriate balance of skills within a theme demands vigilance, particularly within an integrated-skills framework. How much classroom time spent on a theme will be devoted to oral skills, to writing and reading? Should the tasks in a theme be sequenced from the least to the most challenging? Should the unit template incorporate a pre-determined mix of fluency and accuracy tasks? How varied or uniform should the theme's activities be in terms of pace and mode of interaction (group, pair, individual)? These are all decisions dependent on a program's goals and the pedagogical leanings of its materials design team.

Theme cohesion: Equally significant is the question of how much internal cohesion a theme should have. In terms of language processing, vocabulary, and content load, to what extent are the activities arranged so as to build on each other?

At one extreme, the activities may relate to one another in such a way that, to complete a given task, the students must have successfully completed the preceding ones, forming a kind of task dependency or task chain. The advantages of a unit that is cohesive in this way is that the students retain a sense of direction, being able to clearly see their competencies being built up along the way. However, one obvious disadvantage is that it is generally necessary to do the activities in the fixed order that they appear. More problematic is that a student having trouble with one activity may become further and further lost as the theme proceeds through more challenging activities.

An alternative approach might be called the activity bank model. Here the activities are independent and autonomous; each one can stand alone and be taken on its own terms, without assuming the content, vocabulary or grammatical structures of the previous activity. Though the disadvantage of this task independence may be a lack of clear direction through a unit, the great advantage is flexibility. One can skip around the activities in a theme more easily, altering the order to better suit the needs and interests of the learners. Perhaps a more significant advantage is that the students are offered a fresh start each time they face a new activity—an important consideration with mixed-level classes. It may also be a good model for highly coordinated programs in which classes proceed through the same material at equal speed, as it is one way to give teachers a degree of latitude to follow their own instincts and interests, if not in the material's content, then at least in its order.

In fact, one rarely sees a multiple-lesson unit in which the activities are either wholly chained or wholly autonomous. This is certainly true of the OUELP core course: A three-week, multi-lesson unit on the theme of *Countries*, for example, will feature chained activities, offering a clear, logical flow, and stand-alone activities as well.

Assembling the furniture → Activity construction

Pieces of furniture are assembled and arranged to fit in with the overall interior style. In considering the design features of each piece, attractiveness is weighed against purpose, simplicity, functionality, and sturdiness.

Just as each piece of furniture in a well-appointed room serves a purpose and fits in with the general interior scheme, each activity in a unit benefits from certain design features that give it both aesthetic and functional value. In keeping with these principles, the materials designers then craft their tasks. In the OUELP, the design team aims for tasks which display the features of transparency, do-ability, surrender value, and robustness.

Transparency: The task type, whether dialogue, information-gap, role-play, or vocabulary exercise, should have an intended outcome that is transparent. Both the learners and the teacher need to know why they are doing the activity and where it is leading. In OUELP materials, this often means stating on the page the objectives for the activity. Transparency also guides the rubric, heading the activity toward concise, bulleted instructions, clear contexts, as in role-plays, and explicit, numbered procedural steps for longer, more complex tasks.

Do-ability: All of these concerns make an activity more doable for the students. More importantly though, is the assurance that they will have the necessary language to complete the task as required—in English. This can only happen when the designers build into the task the language support the students will need, both for the topic and for the necessary task language to negotiate meanings, spellings, requests for repetition, turn-taking, and group formation.

Surrender value: Do-ability also involves logistical simplicity, especially in relation to the surrender value of an activity, i.e. the functional skills the learner will acquire from an activity in relation to the time it takes. In other words, does it produce enough solid language practice to make it worth the time and energy involved? Building into the core activities a variety of interactive groupings is essential. However, our in-house designers are also encouraged to anticipate realistically both the time investment and the possible

Gershon, cont'd on p. 39.

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インターネットを活用した日本語読解教材の作成方法
―学習者個々のレベルやニーズに対応した教材作成―

北村　達也
静岡大学
寺　　朱美
北陸大学
奥村　　学
北陸先端科学技術大学院大学
川村よし子
東京国際大学

I．はじめに

日本語学習者の多様化に伴い、学習者のレベルやニーズに応じた教材の提供が望まれるようになってきた。確かにそれぞれの学習者に応じた教材を作成し、個別に指導するのは理想であり、教材バンクの構想もこうした要求から生まれたものである。しかし、通常1人の教師が多数の学習者を相手にする教育現場においてはそれぞれの要求に対応するのは難しく、あらかじめ教材バンクを準備するだけの時間や労力をかけることもできないというのが現実である。

ところが、インターネットの急速な普及にともない、こうした事情は大きく変化してきた。学習者自らが興味のある読解教材を探してきて自分で教材化し、それを学習するという環境が整いつつある。また、教師が協力して、様々な分野の文章を集めて教材化し、あらかじめ教材バンクを作っておくという作業も容易になった。

インターネット上には膨大な量の日本語テキストが流れている。それらの中には、様々な分野の最新情報も数多く含まれている。政治、経済、科学の情報からスポーツや新製品の紹介まで多岐にわたる。本稿では、こうしたリアルタイムなテキストデータを教材として活用するためのシステムについて報告する。

II．テキストデータは[illegible]

[illegible]

・Yahoo! Japan http://www.yahoo.co.jp/
・goo http://www.goo.ne.jp/

また、著作権が切れた文学作品のテキストデータを収集しているホームページもある。これらのホームページを活用することによって幅広く学習者のニーズに対応できるはずである。

・私立PPD図書館 http://www.[illegible]
・青空文庫 http://www.aozora.gr.jp/

III．学習者のレベルに合ったテキストデータを選択する

教材を選ぶ際に問題になるのが、それが学習者のレベルに合っているかどうかということである。そのために利用できるシステムが川村により開発された語彙チェッカーと漢字チェッカーである（川村 1998）。

語彙チェッカーは、テキストデータに含まれるすべての単語の難易度を日本語能力試験の1級から4級までの各級の語彙レベルを基準に判定するシステムである。また、漢字チェッカーは漢字の難易度を同様に判定するシステムである。単語や漢字は級ごとに色分けして表示されるため、一目で難易度が把握できる。また、画面に表示される級別リストはそのまま語彙リストや漢字リストとして活用可能である（図1参照）。

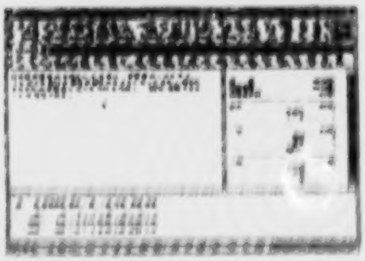

図1　語彙チェッカーでテキストを分析した結果

[illegible]（川村 1998）。

IV．テキストデータを教材化する

インターネット上で収集されたテキストデータは[illegible]（寺 1998）。電子化されたテキストデータであれば、即座に教材化できる。インターネット上で提供されている資料でも、電子メールの文面でも、コピー＆ペーストの作業で貼り付けさえすれば、自動的に単語に辞書情報がリンクされる。

学習者は読解支援システムの左側のフレームのテキスト中にある単語をマウスでクリックするだけで、その読みがなと英訳が右側のフレームに表示される。これにより、既有の文法知識を活かしつつ辞書を引く手間を省いて多量の文章を読むことができる。そのため文章読解能力の向上も期待できる（寺 1997）。

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また、川村らによるReading Tutorは上述の語彙チェッカーに読みかな機能を持たせたシステムである（川村ら 1998b）。単語のレベルごとに読みかなを表示することができるので、学習者は学ぶべき単語を意識しながら読解を進めることができる。

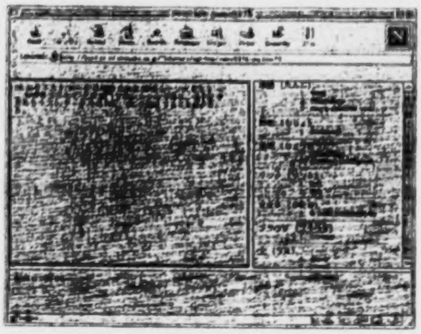

図2　DLの出力。左側のフレームのテキスト中の単語は右側のフレームの辞書情報とリンクされている。

V．学習履歴を管理する

DL2はDLに学習履歴を管理する機能を加えたシステムである（北村ら 1999）。このシステムには文章読解後に、学習者が辞書情報にアクセスした単語（未知語と呼ぶ）とアクセスした回数をリストにして表示する機能がある。未知語はコンピュータ内に保存され、学習者に自身の一定期間内（1日、1週間、1ヶ月等）の未知語を提示できる。これらの機能により、単語学習の定着と効率化を図ることができる。教師は学習者個々の未知語リストを見ることができ、学習者の学習履歴を把握することができる。

西谷は学習者がシステムを利用するようになるためには、システムについての適切な導入教育、日本語の文章を読む動機付けが重要であることを報告している（西谷 1998）。DL2によって、教師は個々の学習者のシステム利用状況を知ることができるため、それぞれの学習者に適切な導入教育や動機付けを行うことが容易になる。

VI．読解教材バンク

学習者が自由に教材を選ぶ必要性がある一方で、特に初級中級の学習者のためには学びやすい教材を提供するシステムも不可欠である。DLやDL2で処理したテキストデータを読解教材バンクとしてインターネット上に公開すれば、世界中の学習者が時間と地理的距離の制約を受けずにいつでもどこでも日本語を学ぶことが可能になる（北村ら 1999）。

1999年5月現在、以下の2つのホームページでDLを利用して作成した教材バンクを公開している。このようなホームページがさらに増えていくことによって、学習者の様々なニーズに答えられるようになるはずである。

北陸中日新聞「中日春秋」、北國新聞記事

両新聞社より特別の許可を得て以下のホームページにて公開している。

・読解支援システム「DL」のページ
http:／／www.jaist.ac.jp／　tera

ケン・イジケビッチ氏による読解教材

「日常生活に見る日本の文化」19編、「日本を読む」21編を以下のホームページにて公開している。

・DLで処理した日本語教材バンク
http:／／www.remus.dti.ne.jp／　kitamura／textbank.html

ただし、このようなテキストデータを利用する際には著作権に十分注意しなければならない。フリーで公開していることを明示していない限り、インターネット上のデータ（画像データや音データなども含む）には著作権がある。利用する場合には著作権を侵害していないことを確認する必要がある。

VII．おわりに

本稿で紹介したレベル判定システムや読解教材作成システムは、いずれもインターネット上で公開されている。教師や学習者はインターネットが使える環境にさえあれば、いつでも利用可能である。従って、インターネット上にある無尽蔵ともいえるテキストデータを教材化して学習するためのツールとして活用できる。

また、テキストデータの著作権をクリアできれば、教材化したテキストをインターネット上で公開することも自由である。多くの教育機関でこれらのツールが活用され、読解教材バンクが充実していくことで、より多くの教育資源を互いに共有することが可能になる。

なお、本稿で紹介したシステムは以下のホームページにて公開されている。

・語彙チェッカー、漢字チェッカー、Reading Tutor:Japanese Learning Tool at TIU
http:／／www.tiu.ac.jp／　Kawamura／
・DL　読解支援システム「DL」のページ
http:／／www.jaist.ac.jp／　tera／
・DL2
http:／／basil.cs.inf.shizuoka.ac.jp／　kitamura／DL2exp／

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－内容中心の学習を目指して－"，一橋論叢，Vol. 120,
No. 3, pp. 90-110 (1998)
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Gershon, cont'd from p. 35.

logistical complications that may affect the surrender value of an activity.

Robustness: Just as a shoddy or flimsy piece of furniture will before long fall apart or be left unused, an activity without a certain well-proportioned robustness will soon leave students uninterested and demotivated. This robust quality comes from various features the design team builds into the activity's structure. A well-conceived pre-task lead-in, for example, serves the dual purpose of introducing necessary vocabulary and pricking the students' interest and expectations. To this end, quizzes, interviews, and surveys feature prominently in OUELP materials. Likewise, task follow-ups prompting personalization of the topic afford the students a real sense of completion. Accountability for information gained about a topic or a partner in the form of reporting back also puts students in the authentic position of being able to relay their findings to an interested group. Whatever the task, its strength, then, comes from the clear sense of its being a well-proportioned whole that allows students to say they know or can do something meaningful that they didn't know or couldn't do before.

Maintenance and Renovation

The house (program) has been fully occupied for some time, providing the occupants (students) an attractive, productive space for their needs. Some areas, however, have begun to show signs of wear and tear. Perhaps an additional room (course) is needed. The new room needs furnishing. Blueprints, hammers, saws, paintbrushes, and wallpaper come out once again. The work continues . . .

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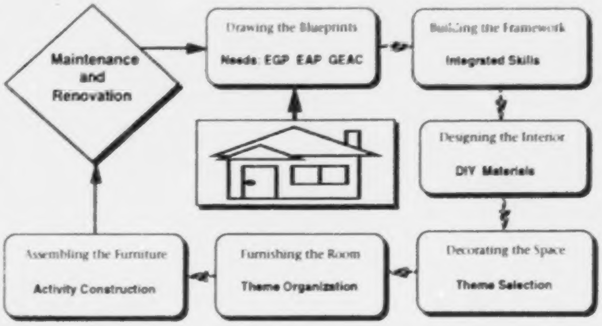

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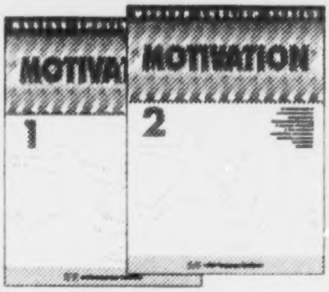

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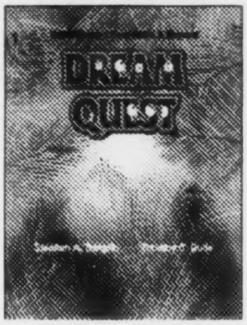

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Dec. 1999

Using Songs in Learner-Designed Materials

Brian Cullen, *Aichi Prefectural University*

Most of the papers in this special issue focus on teacher-developed materials. Another lesser known but equally successful approach is to involve the learner in materials development. Involving students in materials development allows them to gain a greater understanding of their learning processes and the pedagogical premises underlying teaching materials. In my classes, an ideal starting point is songs. More CDs are sold in Japan than in any other country in the world and Japan is the largest importer of foreign music. This is a clear indication that our students find music, i.e., English songs, both accessible and enjoyable. But how do we develop learners from consumers of music to developers of song-based materials? Several resource books have shown ways for the *teacher* to produce materials (e.g., Murphey 1992, Griffee 1992), yet these may appear overcomplicated to students. The best way to encourage learner-designed materials is by example.

The Procedure

In a yearlong course for one of my university conversation classes, I produce the materials for the first semester, and the students produce them for the second (see examples below). Students are free to use their own format, but for a conversation class, using a gap-fill listening task is suggested as a minimum core. A gap-fill activity is a simple activity for students to prepare. Words are deleted at a regular word rate or for the purpose of focusing on a particular language point such as grammar, topic-specific vocabulary, or pronunciation. Because famous songs are used in this task, another interesting way of song presentation is to introduce deliberate mistakes into the lyrics. This manipulation of comprehensible input forces students to negotiate the meaning from context when doing the task and it also forces them to be creative when developing the task. (An example of one student's parody of a well-known song is given below.) As with most listening activities, students learn more if they are asked to correct the mistakes *before* listening.

If possible, other activities should also be included in the learner materials. These can include vocabulary exercises, comprehension exercises, discussion tasks, and links with other materials, such as a reading. Songs are an excellent launching pad for discussion classes as their meaning is often ambiguous. By including a few simple discussion questions on the topic of the song, learners are amazed at the different interpretations, and the personal nature of music encourages even the most reticent student to express opinions freely. An expanded electronic version of the example below, which includes some of these tasks, is available at http://celticotter.com/ELL/

As a musician and songwriter, I sometimes bring to class materials based on my own songs, and, each year, at least one or two musically inclined students reciprocate by bringing in songs that their bands have written. While teachers occasionally may have to listen to some dreadful music, students are always interested in classmates' compositions. Even for those students who wouldn't usually play music, a short session of songwriting can be fun and a great chance to use language communicatively, especially if students are paired in "Lennon/McCartney-like" collaborations. Students can compose their own melodies or change the words of standards. These songs can then be incorporated into learner materials for use with the whole class or in groups.

Using the materials

In many classes, the students, having developed the materials, are willing and able to take on the role of teacher and organize and lead the class in the task. Before introducing the gap-fill activity, students might give a short presentation about why they chose the song. In some classes, however, class size or the level of the students might make it necessary to choose the best of the student materials for presentations or to split the class into small groups to ensure that everyone's materials are used. This requires one tape recorder per group (and lots of noise), or students can provide a tape to group members to listen to before class.

Conclusion

Learner-designed materials are an exciting area of language teaching, and songs in particular offer a strong motivation for students to enter willingly into material design. Moreover, most students will listen to a large number of English songs before deciding on their final song, thereby introducing them to a rich, authentic source of English which will continue to bring benefits of autonomous learning long after the course has finished. Finally, when students develop their own tasks, they are better able to understand what they should grasp from professionally developed materials, along with the pedagogical premises underpinning them.

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Quick Guide
Key Words: Song, Discussion, Learner-developed
Learner English Level: Intermediate and higher
Learner Maturity Level: Sr. High to Adult
Preparation Time: Varies
Activity Time: 20 minutes or more

Teacher-developed Example (mistakes highlighted)

Listening
Find the 13 mistakes in the song. Underline them and then listen to check.

Maggie May
Rod Stewart

Wake up Maggie, I think I got something to say to you
It's late September and I really should be **vacuuming**
I know I keep you amused, but I feel like **Benny Hughes**
Oh Maggie, I couldn't have tried anymore
You led me away from home
Juice savings you from being alone
You stole my **harp** and that's what really hurts
The morning sun when it's in your face really shows **a page**
But that don't worry me not, in my eyes you're everything
I laughed at **Oliver Hokes**, my love you didn't need to coax
Oh Maggie I couldn't have tried anymore
You led me away from home
Just to save you from being alone
You stole my soul and **dirty paint** I could do without

All I needed was a friend to lend a **gaijin**
But you turned into a lover and mother what a lover - you wore me out
All you did was wreck my bed and in the morning kicked me in the head
Oh Maggie, I couldn't have ***fried any corn***
You led me away from home
'Cos you didn't want to be alone
You stole my heart—couldn't leave you if I tried

I suppose I could **Collette and Brookes** and get on back to school
Or steal Daddy's cue—make a living out of playing pool
Or find myself a **rotten old man** that needs a helping hand
Oh Maggie, I wish I'd never **seemed** so late
You made a first class fool out of me
But I was blind as a fool can be
You stole my heart but **I lob the ball away**.

Student-developed example

My Way
Paul Anka

And now the end is near
And so I face the final cartoon
My friends I'll say it clear
Of which I'm certain
I've lived a life that's fool
I troubled each and every highway
And more, much more than this
I did it my way

Regards I've had a few
Ben then again too few to mansion
I did what I had to do
And saw it through without exemption
I planned each chat of course
Each careful step along the byway
And more, much more than this
I did it my away

Which came first, L1 or L2?

Hatayama Hiroaki, Obirin University

It seems quite difficult for Japanese students to master the use of articles in English writing. Teaching whether a noun requires a definite or indefinite article is a little like the chicken and egg riddle. Which came first, the chicken or the egg? In this case, definite articles precede both nouns and we assume that the egg and the chicken are both defined by each other, making it almost impossible to solve the riddle. But if the indefinite article is replaced with a definite one—for example, "Which came first, the chicken or an egg?"—the egg then becomes any egg, an evolutionary order appears, and the riddle is lost. The same can be said about plural countable nouns: Which came first, the chicken or eggs?

Prior to having students count chickens and eggs, frequency lists may offer one means of creating interest in using definite or indefinite articles. In written English, *the* is the most frequent word and *a* is fourth (McCarthy, 1999, p. 122). If students are given these odds to work with, they are more aware of the importance of articles in L2 as well as more aware that *the* is used much more frequently than *a*. Teaching grammar, not exactly known as the pachinko of language teaching, then becomes a kind of gambling guessing game, and, as is well known, gambling is quite popular in Japan.

When teaching English articles to my Japanese students, I use Japanese texts which are supplied with English translations. The guiding assumption is that equivalence between the grammars of two languages facilitates bilingual usage, be it second language learning, lexical borrowing, or code-switching (Milroy & Muysken, 1995, p. 193). Even so, no exact match exists between categories in different languages. In Japanese, there isn't a plural inflection with nouns, indefinite articles are often not expressed, and the definite article is functionally replaced with other determiners such as *sono* or *ano*. Irrespective of this, however, by comparing L1 and L2 texts students do recognize an equivalence to their L1 and this is the first step in the process of syntactic convergence.

Preparation

Find a text both in Japanese and English. Newspaper columns are convenient since they are often published in both Japanese and English. The *Yomiuri Shinbun* publishes on the Internet in both languages, and downloading and printing their texts does not require much time. I recommend using the introductory paragraphs of a story because they usually contain the pertinent information.

After you find your text, create a gap-fill of the English text, deleting the lexical or grammatical form you want to highlight.

Example Text

Japanese

[illegible]

English

It has been revealed that __a__ group of researchers at __a__ university created __a__ hybrid embryonic stem cell by fusing __a__ cell from __a__ cow with one from __a__ human. __A__ researcher from __a__ national medical institution was also found to have taken part in __the__ research. According to __the__ scientists, __the__ research was intended to shed light on __the__ genetic basis of cell division. __The__ researchers hoped that it would help in finding __the__ cure for leukemia.

Procedure

1. Briefly explain to students the frequency of *a* and *the*. Then put them into pairs and give each pair a copy of the Japanese and English gap-fill texts.
2. Have students read both texts and compare or wager how many of the blanks in the English text are either definite or indefinite articles. You may want to put each pair's wager on the board. (For the sake of conciseness, this example shows only the first paragraph of the newspaper article, and the indefinite articles outnumber the definite ones nine to five. This goes against the odds in the frequency list, but in following paragraphs of the article more definite articles appear; therefore, if a longer extract had been used, the example would reflect the odds more accurately. Choose the length of your text with this in mind.) Go over the text, filling in the blanks, as a class. The student in the pair that comes closest to the actual number of definite and indefinite articles wins the wager.
3. Students should also be encouraged to make their own lists or concordances between L1 and L2. By listing all occurrences of articles, learners quickly notice that only singular countable nouns take articles and that it is a good idea to consider using an article whenever writing a singular noun. This technique can also be adapted to almost any other grammatical or lexical form.

Japanese	English
1. 研究者ら	a group of researchers
2. 大学	a university
3. [illegible]	a hybrid embryonic stem cell
4. 細胞	a cell
5. 牛	a cow
6. [illegible]	a human
7. 研究者	a researcher
8. 国立の医療機関	a national medical institution
9. この研究	the research
10. (科学者たち)	the scientists
11. 研究	the research
12. [illegible]	the genetic basis of cell division
13. (研究者達)	the researchers
14. 白血病の治療	a cure for leukemia

Occurrences one through eight are all indefinite articles while occurrences nine through thirteen are all definite. This illustrates another approach to teaching articles, namely, that initial occurrences of singular nouns require indefinite articles and following occurrences of the same noun require definite articles (e.g., initial *A group of researchers*, replaced by *the researchers*) or are replaced with pronouns, determiners or synonyms (e.g., initial *a cell*, replaced by *one*).

Conclusion

Grammar translation remains a dominant methodology in many English classrooms in Japan. Comparing L1 and L2 texts increases student recognition of the L2, and many Japanese words are almost directly translatable into English. Presenting introductory corpus analysis techniques and frequency lists of words in an interesting way helps students to internalize and control new grammatical and lexical forms while also providing lesson content for native speaker English teachers who may not be comfortable enough with their Japanese ability to compare L1 and L2 texts in the classroom.

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Daily Yomiuri. (English text) yomiuri.co.jp/main/main-e.htm (Japanese text) yomiuri.co.jp/index-j.htm

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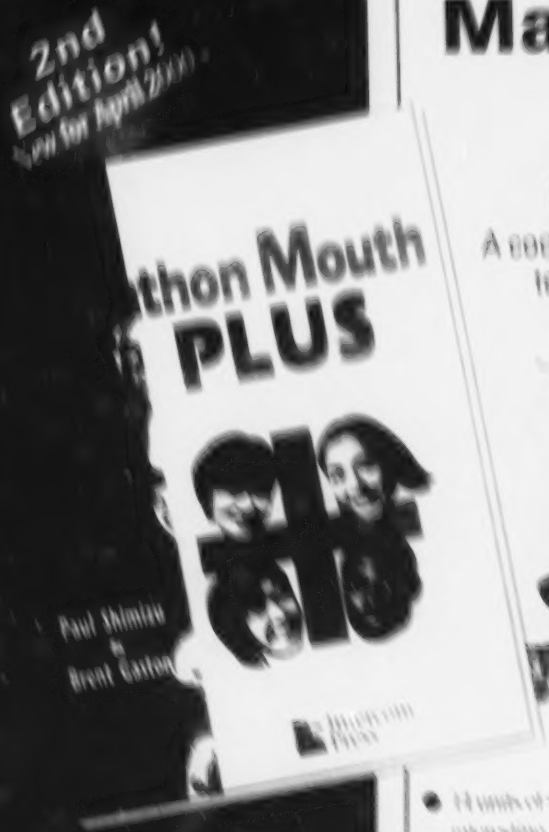
Milroy, L. and P. Muysken. (1995). *One Speaker, Two Languages*. Cambridge: Cambridge University Press.

Quick Guide

Key Words: Bilingual, Concordance, Corpus analysis
Learner English Level: Low intermediate and higher
Learner Maturity Level: High school and older
Preparation Time: One hour
Activity Time: One ninety-minute class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Book Reviews

edited by katharine isbell & oda masaki

Materials Development in Language Teaching. Brian Tomlinson, Ed., Cambridge: Cambridge University Press, 1998. £13.95 GBP. pp. xiv + 368. ISBN: 0-521-57419-6.

For teachers who are interested in writing materials or understanding issues related to materials development, it is easy to recommend this book. Some of the papers in this special issue of *The Language Teacher* cite this work and for good reason. It may be the most comprehensive book on materials development available at the moment. The introduction states that "all the chapters in this book concentrate on the two vital questions of what should be given to the learners and what can be done with it to promote language learning" (p. 2). This genuine commitment of the editor and the contributors to develop materials that promote language learning is impressive.

It is immediately apparent that *Materials Development in Language Teaching* is well organized. A glossary of basic terms for materials development and an introduction that clarifies concepts which are frequently encountered in the book precede four fairly equal sections: Data Collection and Materials Development, The Process of Materials Writing, The Pr...ess of Materials Evaluation, and Ideas for Materials Development. Each section contains a few chapters by mostly prominent contributors from a wide range of professions, including classroom teachers, researchers, textbook writers, lecturers, and publishers. Summative comments by the editor, which can serve to refresh one's memory of a particular topic, append each section.

Tomlinson provides open-ended and flexible working definitions of terms in the glossary. For example, language learning materials can extend beyond the coursebook to include a video, a handout, a newspaper, a cassette, and even "a paragraph written on the whiteboard." In his view, materials encompass "anything which is deliberately used to increase the learners' knowledge and/or experience of language" (p. 2). Thus, in a real sense, all teachers are materials developers. [illegible] to the development of [illegible] materials.

By taking a holistic approach, [illegible] attempt to unify the various domains, such as research, writing, and teaching, that make up the field of second language learning. He seeks to identify and promote a set of guiding principles for materials developers, primarily a compilation of learning principles and procedures which most teachers agree contribute to successful learning plus a compilation of principles and procedures recommended by most SLA researchers. A marriage of the two compilations could produce a list of principles and procedures which could provide a menu of potentially profitable options for materials developers (p. 6).

The list of learner-centered guiding principles that follows takes into consideration a wide range of affective, cognitive, and linguistic factors towards the goal of creating effective materials.

Borrowing from other branches of learning such as neuro-scientific research, Tomlinson suggests several innovative, if unconventional, ideas: for example, the notion that language learners benefit from materials that are experiential or kinesthetic, rather than analytic and visual (the realm of most textbooks). He also proposes that there should be a silent period at the beginning of a lesson.

The work is clearly learner-centered ("It is important to remember that the learner is always in charge" [p. 12]), yet any potential pitfalls of this approach are balanced in the section on materials evaluation where Tomlinson states that "it is not necessarily enough that the learners enjoy and value the materials" (p. 3). He strongly recommends that long-term studies of evaluations of materials be employed and that the focus of these evaluations be on what the learners in fact do with the materials and what they are really learning.

This is a comprehensive book that clearly outlines what is involved with publishing credible materials. One possible problem readers may have is its attempt to unite widely accepted teaching methodology such as applying SLA research with less widely accepted approaches such as Suggestopedia. Nonetheless, it is admirable in its intent to unify a variety of elements as well as the perspectives of the contributors, and, finally, to encourage cooperation among materials writers towards the goal of writing valuable materials.

Reviewed by Audrey Morrell, Obirin University

SLA Research and Language Teaching. Rod Ellis. Oxford: Oxford University Press, 1997. pp. viii + 280. ¥5,740. ISBN: 0-19-4372154.

Rod Ellis has written more than once that Noam Chomsky, the linguist, does not write with language teachers in mind. [illegible] to act as an intermediary between the technical knowledge generated by the researcher and the practical knowledge generated by the teacher.

The book is divided into six parts, some of which were previously published. Each part might be thought of as a stage in the process of inducting and orienting the reader to the concept of teachers as researchers and the classroom as a place of research. Part two, Making Research

Accessible, makes research on form-focused instruction accessible to teachers and investigates what kind of grammar instruction works best. Of particular interest to SLA theory are the terms *feature-focused activity* and *focused communication activity* which aptly paraphrase Long's (1988) often quoted, and just as often misunderstood, terms *focus on forms* and *focus on form*, respectively.

The third part on the application of theory has three levels: (1) a theory of instructed SLA, (2) the structural syllabus and SLA, and (3) acquisition-compatible tasks. The first level outlines a theory of SLA. The second level applies the theory at the syllabus level. It addresses the problem of how a syllabus can be selected and graded in a way that is compatible with the learner's ability to learn. The structural syllabus, which proceeds from easy to difficult grammar forms and lexical items and remains one of the dominant pedagogies in the world, serves as the device to accomplish this, despite the existence of more discovery-based, yet less structured, communicative syllabuses. The third level describes and illustrates interpretation and consciousness-raising (CR) tasks by drawing on psycholinguistic rationale.

In the next part, a method in which SLA can inform pedagogy through classroom-centred, context-specific research is introduced. The development of one illocutionary act, requests, and the relationship that thereby arises with opportunities for oral production in the classroom are presented in a context to persuade teachers to become critical readers of research reports.

The part entitled The Teacher as Researcher provides two case studies of teachers conducting context-specific empirical research. They explain ways in which teachers can conduct either their own action research or micro-evaluations of tasks. The action research study deals with internalization of new forms, control over forms already internalized, and learner improvement of their output. The micro-evaluation study proposes that more thought should be given to how teachers can evaluate the materials retrospectively that they use on a day-by-day basis.

More communication between researchers and teachers and greater cooperation between the academic and practical domains of SLA is needed. [illegible]

Overall [illegible] investigation of the relationship between research and teaching is informative and refreshingly practical. While Chomsky may not be the best source for teachers wanting to know how they can access SLA research and apply it to their classrooms, this book certainly is.

Reviewed by Andrew Reimann, Nihon University

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Spoken Language & Applied Linguistics. Michael McCarthy. Cambridge: Cambridge University Press, 1998. pp. viii + 206. ¥4,530 ISBN: 0-521-59769-2.

In *Spoken Language & Applied Linguistics*, McCarthy draws upon ten years of study into the spoken language which is based primarily on qualitative analysis of corpus data gathered from the Cambridge and Nottingham Corpus of Discourse in English (CANCODE) project. While several of the chapters are previously published papers (1988-1996), many are new, unpublished chapters that discern how speaker orientation can be applied to language teaching. Each of the eight chapters analyses numerous authentic spoken extracts such as the following:

[at a dinner table, <S 02> is the guest]:
<S 01> D'you want some olive oil Dennis?
<S 02> Mm ta. (p. 54)

In the first chapter, the difficulties of creating and maintaining the CANCODE corpus project are explained in relation to genre, discourse, and conversational analysis. Essentially, CANCODE's five million-word size is relatively small by today's standards. Nonetheless, the real value of the corpus is better understood not by its size but by considering the complexity in recording and transcribing authentic spoken language. With this perspective in mind, CANCODE was designed to be of maximum use to teachers, pedagogically-oriented researchers, and materials writers. Using computer-generated corpora to develop spoken grammars may be relatively new, but spoken grammars are not.

The second chapter focuses on theories of speech genre, and the importance of Bakhtin's (1986) "Speech Genres and Other Late Essays" merits special mention from McCarthy. Four spoken extracts are analysed, and generic similarities between them are presented as being patterned. The following chapter, appropriately [illegible] which incorporates appropriate discourse-sensitive language components, then a more rapid acquisition of fluency and naturalistic conversation skills would result.

Chapters 4 and 5 deal with grammar. Spoken data is chosen to substantiate the claim that certain aspects of grammar are best understood when examined in the context that they take place, for example, *it* and *this* and *that*. *It* usually occurs initially in speech and then repeating occurrences of the pronoun change to either *this* or *that*, a functional relationship similar to that of the indefinite and definite articles. Using a conceptual framework built on the work of the late Eugene Winter, the fifth chapter looks at how sequences of verb tense choices work in synergy with the context of spoken discourses to create further textual-grammatical patterning.

Chapters 6 and 7 shift the focus to vocabulary. Idioms are evaluated in the context of everyday stories and anecdotes, and the data indicates that idiom selection is not random. It is put forth that storytelling is normally a collaborative enterprise, and listeners have the right to evaluate the events, especially at the end of the story. The use of idioms is one way of doing this because they also ensure a smooth passage for all participants from story world back to conversation world.

In the last chapter, analysis confirms the common-sense intuition that speech reporting is exceedingly common in everyday language, but spoken data also exhibit choices which are rarely, if ever, found in written-text reports. In contrast, literary reporting verbs such as *exclaimed* or *answered* are found to be used almost exclusively in written texts.

A common criticism of this book might be the lack of North American spoken discourse. However, the strength of the book lies in McCarthy's passionate desire to understand the essence of language. His passion is infectious, and through it the value of acquiring and using authentic spoken discourse in the classroom is realized. This book is part of a paradigm shift in language teaching and I highly recommend it.

Reviewed by Kevin Knight, Kanda Gaigo Career College

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*Broadway, D. et al. (1994). *Situational English*. Tokyo: Nichibei—Nan'un-do.

*Gitsaki, C., & Taylor, R. (2000). *Internet English: WWW-based communication activities*. (student's, teacher's). New York: Oxford University Press.

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For Teachers

!Leonard, T. (with translation by 須藤歌子 [Sudo Utako]) (1999). *East meets west: Problems and solutions: Understanding misunderstandings between JTEs and ALTs*. Tokyo: Taishukan Shoten.

*Brown, D. (1994). (3rd ed.). *Principles of language learning and teaching*. Englewood Cliffs: Prentice Hall Regents.

Bulletin Board

edited by david dycus and kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a paragraph format and not in abbreviated or outline form.

Final Call for Papers and Call for Participation: [illegible] 12, 2000. The deadline for [illegible] is February 29, 2000. All members and nonmembers are welcome. All levels of computer skill are catered for. Both English and Japanese sessions are planned. The main event is from June 10 (Sat) to June 11 (Sun) with extra activities planned for June 9 (Fri) and June 12 (Mon). Hands-on sessions, practical tips, theoretical debate, excellent networking, and CALL materials will be on show—all at a beautiful campus and Japan's most state-of-the-art facility. For more details in both English and Japanese, see website: http://jaltcall.org/conferences/call2000/.

投稿・参加者募集: *JALTCALL2000 Conference*—コンピュータ利用 [illegible]

Call for Participation: CUE Mini-Conference—The CUE SIG will hold a mini-conference at Keisen University, Tama Center, Tokyo on Saturday, May 20 and Sunday, May 21, 2000. Its theme is "Content and Foreign Language Education: Looking at the Future." Proposals are invited for presentations, poster sessions, workshops, roundtables, and demonstrations on the theme of content-centered language learning including content- and theme-based education, sheltered learning, and content classes taught in the learner's second language, with possible connections to skill-based learning and the learning of foreign languages for specific purposes (e.g. ESP). Contact CUE Programme Chair: Eamon McCafferty; eamon@gol.com. Details available at: http://www.wild-e.org/cue/conferences/content.html. Online submission is available at http://www.wild-e.org/cue/conferences/submissions.html. The deadline for submissions is February 29, 2000.

参加者募集: *CUE Mini-Conference*—[illegible] *Looking at the future* [illegible]

Call for Papers: JALT Hokkaido 17th Annual Language Conference—[illegible] ing in Japan. Presentation blocks will be 45 minutes and all equipment needs must be specified. If you have a preference for presenting on Saturday or Sunday, please indicate. Please check with the JALT Hokkaido homepage http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/ for detailed formatting instructions of the abstract, name, contact information, title, and biographical data. Japanese papers should have an English summary attached. If possible, English papers should have a Japanese summary attached. The deadline for submitting papers is March 1, 2000. All abstracts must be submitted by email to Don Hinkelman, Conference Program Chair; hinkel@sgu.ac.jp.

投稿募集: ***JALT北海道第17回年次大会***—[illegible] JALT Hokkaido homepage [illegible] ご参照ください。

The Language Teacher Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* [illegible]ts publicly for proofreaders and translators only, [illegible] senior proofreaders and translators first priority [illegible]er staff positions become vacant. Please submit [illegible]iculum vitae and cover letter to William Acton; [illegible] Publications Board Chair; Nagaikegami 6410-1, [illegible]o-cho, Owariasahi-shi, Aichi-ken 488-0872; [illegible]3g@nucc.cc.nagoya-u.ac.jp.

[illegible]ッフ校正担当者募集—TLTでは、英語の校正担当者を募集し[illegible]ます。資格は言語教育経験を持つJALTメンバーで、日本に[illegible]、ファックス、電子メール、および、Macintosh fileを加工す[illegible]ができるコンピューターを持っていることです。担当者[illegible]間を校正作業やオンラインやオフラインの会議のた[illegible]を使うことになります。詳細に関しては、英文をご参照く[illegible]ださい。

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Special Interest Group News・研究部会ニュース

edited by robert long

Interested in learning more about your SIG? Please feel free contact the coordinators listed after this column.

ご自分の部会の活動等について詳細をお知りになりたい方はコラム後に掲載のコーディネーターまでご連絡ください。

Please note that a new special interest group (SIG) relating to cross-cultural behavior, intercultural communication and its impact on language learning is now being discussed. This SIG could not only be an opportunity for sharing academic research and professional development with each other but also could serve to boost cooperative ties between sister associations that currently do not reach the 3000 teachers who make up JALT. If you are interested in volunteering, please contact David Brooks at Kitasato University, 1-15-1 Kitasato, Sagamihara, Kanagawa, 228-8555; t: 042-778-8052(w); f: 042-778-9233.

異文化における行動や異文化間コミュニケーション、そしてそれらが語学学習に及ぼす影響等に関連した研究部会の創設が現在検討されております。参加に興味のある方は、David Brooks（連絡先は英文参照）までご連絡ください。

Material Writers—If you have enjoyed this month's issue of *The Language Teacher*, the MW SIG invites you to vote with your wallet and join us. We are dedicated to the continual improvement of language teaching materials. For a trial copy of our outstanding newsletter, *Between the Keys*, please contact the incoming newsletter editor, Chris Weaver, at ctw@wa2.so-net.ne.jp.

今月号のTLTを楽しんでいただけたのでしたら、語学指導教材の改善に取り組む、教材開発部会への参加お勧めいたします。当部会会報「Between the Keys」の見本をご希望の方は、新編集長Chris Weaver（連絡先は英文参照）まで。

GALE—2000 GALE Symposium and Retreat Call for Proposals, June 24-25 (Sat-Sun), Hiroshima City. Let's share our insights, research and inspiration in the relaxing setting of a hotspring hotel. Suggested presentation themes include the construction of gender in EFL classrooms, the inclusion (and exclusion) of alternative sexual orientations in EFL curriculum, and the contribution feminist and masculinist theories can make to content courses and EFL pedagogy. Send proposals online or by post (both disk and hard copies) to the GALE Co-Program Chair, Simon Cole, at saimon@cec.mii.kurume-u.ac.jp; Language Education Institute, Kurume University, 1635 Mii-machi, Kurume-shi, Fukuoka-ken, 839-085; f: 0942-434797; t: 0942-434411 ext 664. Please check out our homepage at http://www2.gol.com/users/ath/gale/

6月24日、25両日に、広島市においてGALEシンポジウム及び合宿を開催します。

Teacher Education—April 22-23, 2000 there is a two-day Action Research Retreat, on the theme of "Teacher Autonomy, Learner Autonomy." The weekend includes Andy Curtis, from Hong Kong Polytechnic University, leading 4 workshops, with plenty of time for networking and collaboration. The retreat will be held north of Tokyo at British Hills, near the Shin Shirakawa Shinkansen stop. For more information, contact Lois Scott-Conley, lsc@cheerful.com; t: 042-796-1145.

4月22日、23日の両日、「教師の自主性、学習者の自主性」をテーマにアクション・リサーチ合宿を東北新幹線新白河駅近くのBritish Hillsにて開催します。

SIG Coordinators, please send your reports by email to long@dhs.kyutech.ac.jp or by fax: 093-884-3447. Thank you.

SIG Contact Information

Bilingualism—Peter Gray; t/f: 011-897-9891(h); pag@sapporo.email.ne.jp

Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h) 0568-76-0905(w); elin@gol.com

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650 (w); kcates@fed.tottori-u.ac.jp

Japanese as a Second Language—Stacey Tarvin Isomura; stacey@gol.com

Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); barrym@gol.com

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp

Material Writers—James Swan; t/f: 0742-41-9576(w); swan@daibutsu.nara-u.ac.jp

Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w); haig@nagoya-wu.ac.jp

Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com (English); elnishi@gol.com (Japanese)

Teacher Education—Lois Scott-Conley; lois.scott-conley@sit.edu

Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); lyoffe@edu.gunma-u.ac.jp

Video—Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com; jannuzzi@edu00.f-edu.fukui-u.ac.jp

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp

Gender Awareness in Language Education—Cheiron McMahill; t: 81-270-65-8511(w); f: 81-270-65-9538(w); cheiron@gpwu.ac.jp

Forming SIGs

Pragmatics—Yuri Kite; ykite@gol.com; Eton Churchill; PXQ00514@nifty.ne.jp
Applied Linguistics—Thom Simmons; t/f: 045-845-8242; malang@gol.com

Chapter Reports

edited by diane pelyk

Gunma: November 1999—*Researching Via the Internet* by Harashima Hideto and Sean Reedy. The eyes of participants shifted quickly between their personal monitors and the projection of Harashima as he guided us swiftly through the information-packed links of his website. Even for those of us knowledgeable about the Internet, there was much to be learned on how to help our students search for information and how EFL/ESL teachers can find data for their research on the web. The path of our journey took us from search engines to virtual libraries, research organizations, online bookstores, databases, archives, and finally concordances and corpus finders. All subject areas are linked directly to the resource sites and are indispensable for any teacher. Harashima is generously willing to share his work with all JALT members. Why don't you see for yourself at http://www.maebashi-it.ac.jp/hideto/research?

In the second half, Sean Reedy gave each participant one of five different worksheets which required us to search for the information to answer questions such as "I want to study in Ireland. What are some universities I can apply to, and what are their requirements?" and "What percentage of Irish people speak Irish (Gaelic) as their native tongue?" On the grid, we were to write the search engine path, the web addresses, and our results. The search left some feeling triumphant and others frustrated after having hit stumbling blocks. This experience made us realize that the Internet can be a powerful and resourceful tool, yet finding the information we need requires a lot of skill and sometimes a bit of luck.

Reported by Renee Gauthier Sawazaki

Kitakyushu: September 1999—*Which Learning Style Are You?* by Jane Hoelker. An old adage suggests that people are interested first in themselves, next in other people, then in things, and finally in ideas. This may explain why Jane Hoelker had the rapt attention of her audience when she told them that she was going to talk about their personal learning styles. She suggested that not only teachers, but also students have different learning styles and challenged us to make teaching more efficient and accelerate learning by teaching to all four learning styles, which could result in a 90% retention rate. The presenter gave the audience a learning-style test. Participants had to answer questions and ranked themselves in one of four learning styles, CE (Concrete Experiential), RO (Reflective Observation), AC (Abstract Conceptualization), and AE (Active Experimentation).

Next, Hoelker placed the participants into groups according to their learning style and had them make a poster representing "the good teacher." Then, discussion results were shared with the entire audience. Consensus within each of the four style groups was reached. However, when those results were shared with the large class group, members were surprised at the different contents of the posters. Some groups prioritized accuracy, while others ranked flexibility as high on their list. The audience concluded that even though every teacher tries to be the best he or she can be, they are clearly influenced by their personal learning style, thereby unwittingly ignoring the learning styles of the students. As each learning style has its strengths and weaknesses, teachers want to give each one a chance in the classroom. Then all students can reach full development.

Reported by L. Dennis Woolbright

Kobe: September 1999—*Speech and Debate* by Charles LeBeau. Charles LeBeau gave a hands-on workshop wherein participants could go through a series of steps for planning, presenting, and evaluating debates and speeches.

LeBeau showed us how to break down speech making into manageable steps, such as structure, body language, eye contact, and delivery. In this way, students, including those at a low level, can gradually improve their speaking skills and understand what they are doing. He emphasized that students need a clear model of good techniques that they can learn through a series of exercises.

In both debate and speech making, students need to use critical thinking skills to be effective. The presenter provided a series of worksheets that could be used to build a convincing presentation.

Reported by Rebecca Calman

Miyazaki: September 1999—*Survival Language Training: Some Peace Corps Insights* by William Perry. The presenter began by outlining the goals and methods of the United States Peace Corps language-training program. Perry himself served as an administrator and program training officer for four years in the ex-Soviet republic of Kazakhstan, besides his over twenty years of experience in various aspects of Peace Corps work.

First Perry informed listeners of the role and function of the Peace Corps. The importance of creating sustainable development in recipient countries was emphasized, with the ultimate goal of enabling other countries to learn how to help themselves.

Perry then provided samples of the language-training materials that are used to immerse the volunteers into the local cultures. Success and failures were recounted in achieving the ultimate goal of creating a mutual understanding between the American people and the countries served.

Reported by Mike Guest

Chapter Meetings

edited by tom merner

February is a busy month with Chapters in the Kyushu region holding a Distinguished Lecture Tour and the Kansai Region Chapters hosting a book fair, along with other Chapters and their monthly events. For further details contact the Chapter officers listed in the Chapter Contacts list below.

今月は、各支部の月例会合に加えて、九州において著名講演者ツアー、関西地域支部共催の教材展が開催されます。詳細については、コラム後に掲載されている各支部担当者にお問い合わせください。

Kyushu Region—*Distinguished Lecture Circuit: The Kyushu Roadshow 2000.*

Speakers: 1) Laura MacGregor, Sophia University, teacher, author, former *TLT* editor; 2) Jill Robbins, Kwansei Gakuin University, author, JALT99 Conference Chair. (Sponsorship for Laura MacGregor generously provided by MacMillan Languagehouse)

Back by popular demand, the Kyushu Roadshow gears up for the next millennium, welcoming Laura MacGregor, author of *Pathfinder*. Accompanying Laura on two tour stops is Jill Robbins, author of *The Learning Strategies Handbook*. Further description of presenters and topics at http://kyushu.com/jalt/feb.html.

Presentation descriptions are as follows:

Topic 1: "Seven Extension Activities That Work" (MacGregor). Vocabulary building, grammar practice, listening and speaking practice are essential in foreign language learning. Teachers can help students build communicative competence with seven extension activities.

Topic 2: "The STEP Interview Test" (MacGregor). Since its inception in 1964, STEP (The Society for Testing English Proficiency) has operated in secrecy. This presentation explores 1) test preparation, 2) test contents, and 3) test evaluation. Finally, information will be shared on how teachers can help prepare their students for success on the STEP interview tests.

Topic 3: "The Preschool Experience in Japan" (MacGregor). By examining the approaches and attitudes toward teaching, learning, and socialization training at the preschool level, college teachers can better understand their students' language learning needs and cultural expectations. The presenter will report her observations, analyses, and recommendations based on a two-year research project at a preschool in Sapporo.

Topic 4: "Learning Strategies Instruction in Japan" (Robbins). Adaptation of the Cognitive Academic Language Learning Approach (CALLA) to the Japanese language-learning context. Presentation includes think-aloud protocol to investigate learning processes and creation of a lesson plan adapting a problem-solving process model to the language levels, backgrounds, and goals of Japanese learners.

Schedules for these events are as follows:

Kagoshima Chapter—MacGregor, Topics 1 & 2. *Sunday February 13, 14:00-16:00; Iris Kyuden Plaza (I'm Bldg.) 2F; one-day members 500 yen.*

Miyazaki Chapter—MacGregor, Topics 1 & 2. *Tuesday February 15, 18:00-20:00; Miyazaki Int'l College, Rm. 2-207; one-day members 750 yen.*

Kumamoto Chapter (1)—MacGregor, Topics 1 & 3. *Thursday February 17, 19:00-21:00; Kumamoto Gakuen U.; free for all.*

Kitakyushu Chapter—MacGregor, Topics 1 & 3. *Saturday February 19, 19:00-21:00; Int'l Conf. Center 3F; one-day members 500 yen.*

Kumamoto Chapter (2)—Robbins, Topic 4. *Saturday February 19, 19:00-21:00; location TBA; free for all.*

Fukuoka Chapter—Grand Slam Double Header! MacGregor & Robbins, Topics 1, 3 & 4. *Sunday February 20, 13:00-17:00; Aso Foreign Language Travel College; one-day members 1000 yen.*

Other Chapters

Hiroshima—*How to Make and Use a Good Multimedia Room* by Joe Lauer. *Saturday February 5; Hiroshima University; free for all.*

Hokkaido—There is a meeting scheduled to be held. Members will be informed of the title, date, and time. For more details contact the JALT Hokkaido Office; t/f: 011-584-7588; www.crosswinds.net/~hyrejalthokkaido/JALTPage/.

Ibaraki—Richard Walker, Pearson Education Publishing Company, will present the latest in video and graded reading materials from Pearson Education. *Sunday February 20, 13:30-17:00; Ibaraki-ken Kennan Shogai Gakushu Center, Tsuchiura; one-day members 500 yen.*

Kanazawa—*Some Tips on How to Motivate Slow-Learners at High Schools* by Eda Harumi and Kawahara Toshiaki. Due to a lack of motivation, there are many slow learners at high schools. Current textbooks discourage students from studying because there are too many abstract and unfamiliar words in them. As a remedy for this situation, two methods will be suggested: 1) applying children's English materials for slow learners, and 2) making use of picture books during classroom activities. *Sunday February 20; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa); one-day members 600 yen.*

Chapter Meetings

Kitakyushu—*Teaching Three Minute Speeches* Dennis Woolbright, Seinan Women's Junior College. This presentation will cover the details of helping students prepare and rehearse their speeches for speech contests and classes. *Saturday February 12, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

スピーチコンテストやクラスのために、学生が自身のスピーチを準備し、練習するのに役立つノウハウについての発表です。

Kobe—*The Third Kansai Book Fair and Mini-Conference* cosponsored by Kobe, Osaka, Kyoto, Himeji, and Nara Chapters. *Sunday February 6, 10:00-16:00; Kobe YMCA.* For more information contact Ludlow Gibbons; t: 06-6358-6938; ludlow@mbox.inet-osaka.or.jp.

Nagasaki—*Motivating Japanese Children to be Active Learners* by David Paul, David English House. By nurturing and strengthening elementary school children's natural curiosity and presenting structures through student-initiated activities, we can train children to be active learners who are capable of speaking, reading, and writing English at a high level. Many ideas for games and songs which work with children, and learning reading and writing through a simplified approach to phonics will be introduced. *Sunday February 13, 13:30-16.30; Nagasaki Shimin Kaikan; one-day members 1000 yen, students 500 yen.*

Nagoya—*Nice Talking With You: Conversation Strategy Focus* by Tom Kenny, Nagoya University of Foreign Studies. False beginners, who often lack the ability to bring their great knowledge of vocabulary and grammar into real conversation, need lexical phrases that help them keep conversations moving. The presenter will show how his new textbook *Nice Talking With You* moves such conversation strategies to the forefront of instruction, and provides listening and speaking activities to help learners internalize them. *Sunday February 27, 13:30-16:00; Nagoya International Centre 3F, Room 2; one-day members 1000 yen (please note the change).*

Niigata—*Making Friends in English: from "Hello" to "See you later"* by Jill Robbins, Kwansei Gakuin University. How do learners get beyond that first "Hello"? We all know the first conversation is crucial to develop a friendship. For L2 learners, first conversations with native speakers are often fraught with fear. This presentation shows how Japanese learners develop strategies needed for such conversations and making English-speaking friends. *Sunday February 13, 10:30-12:30; Niigata International Friendship Center 2F; one-day members 1000 yen, students 500 yen.*

Omiya—*In a Land Far Away...* by Bonnie Yoneda, Osaka Shoin Women's College. Despite their obvious simplicity, fairy tales are enjoyed by old and young alike, the world over. They are popular because they can tell us something about ourselves; they teach us to think carefully before acting, but reassure us that if we make the wrong choice, all is not lost. We can learn much about our culture, our language, ourselves. *Sunday February 20, 14:00-17:00; Omiya Jack (near JR Omiya station); one-day members 1000 yen.*

民話やおとぎ話は話は単純ではあるが、老いも若きも楽しめる。それぞれの話にはその独自の言語、文化及び人間への深い洞察を含み我々の人生の支えにもなっている。楽しみながら民話、おとぎ話の世界を探求する。

Tokushima—*Increasing Involvement and Motivation in the EFL Classroom* by Richard Walker, Longman ELT, Pearson Education Japan. Through a variety of activities and techniques, the aim of this workshop will be to show that it is possible to motivate and teach communicatively, even in large classes. Ideas will be taken from new materials developed for students in Japan, appropriate for high school students through to adults. *Sunday February 27, 13:30-15:30; Tokushima Chuokominkan; free for all.*

このワークショップでは、大人数クラスでも生徒ひとりひとりがやる気をもって積極的に参加出来るコミュニカティブなクラス創りを、様々なアクティビティを通してご覧にいれます。日本の高校生から成人学習者向けに開発された新しいテキストを使って効果的なアイデアとテクニックをご紹介します。

Tokyo—*The Art of Storytelling* by Steven Morgan, Keio University and others. Storytelling is a greatly valued art in many cultures, and English-speaking cultures are no exception. A significant amount of general daily conversation relies on recalling and describing events, actions and interactions, in short telling stories. This workshop explores a variety of storytelling activities that can be used to spark the imagination of students in reading, writing, or conversation classes. *Tuesday March 28, 18:30-21:00; Sophia University (Yotsuya Stn), Room 9-252.*

Yamagata—(1) *Invisible Properties of Videotaped Movies: What's Good for EFL Students* by Yamaguchi Tsuneo, Yamagata University. In this presentation, linguistic as well as nonlinguistic features of movies in English learning will be shown and then a discussion for cross cultural awareness shall be shared between the speaker and participants.

(2) ***Teaching Math Through English*** by Guy Dube and Shannon Dube, Yamagata Prefectural Board of Education. This workshop, specifically geared for the elementary school level, will try to give new, easy, and interesting activities for teaching math in English. *(1) Sunday February 13, 13:30-16:00. (2) Sunday February 27, 13:30-16:00; (both) Yamagata Kajo-Kominkan; one-day member 700 yen.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp.

Akita—Suzuki Takeshi; t: 0184-22-1562; takeshis@mail.edinet.ne.jp

Chiba—Bradley Moore; bmoore@jiu.ac.jp

Fukui—Maurice L. Splichal; t/f: 0776-66-6833; maurice@fukui-nct.ac.jp

Fukuoka—Kevin O'Leary; t: 0942-32-0101; f: 0942-22-2221; oleary@oleary.net; http://kyushu.com/jalt/events.html

Gifu—Paul Doyon; t: 058-329-1328, f: 058-326-2607; doyon@alice.asahi-u.ac.jp

Gunma—Wayne Pennington; t/f: 027-283-8984; jk1w-pgtn@asahi-net.or.jp

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; bren@gol.com

Himeji—William Balsamo; t: 0792-54-5711; balsamo@kenmei.ac.jp

Hiroshima—Joy Jarman-Walsh; t:082-878-9931; jjarman@pent.yasuda-u.ac.jp

Hokkaido—Ken Hartmann; t/f: 011-584-7588; rm6k-htmn@asahi-net.or.jp; http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/

Ibaraki—Neil Dunn; t: 029-254-6230; ndunn@call09.hum.ibaraki.ac.jp

Iwate—Suzuki Izumi; t/f: 0196-35-6416; mfp@nnettown.or.jp

Kagawa—Alex MacGregor; t/f: 087 851-3902; canstay@niji.or.jp

Kagoshima—Sophia Shang; t: 0995-43-1111; f: 0995-43-1114; shang@kwc-u.ac.jp

Kanazawa—Bill Holden; t: 076-229-6140(w) 229-5608(h); holden@nsknet.or.jp; http://www.jaist.ac.jp/~mark/jalt.html

Kitakyushu—Chris Carman; t: 093-603-1611(w) 592-2883(h); carman@med.uoeh-u.ac.jp; website http://www.seafolk.ne.jp/kqjalt/

Kobe—Brent Jones; t/f: 0797-31-2068; bjones@gol.com

Kumamoto (Affiliate Chapter)—Andrew Shaffer; t: 096-339-1952; andmirs@try-net.or.jp

Kyoto—Ishikawa Katsumi; t: 075-581-3422; f: 593-6988; vivid@mbox.kyoto-inet.or.jp

Matsuyama—Robert Oettel; t: 089-941-4136; f: 089-931-4973; oettel@shinonome.ac.jp

Miyazaki—Mike Guest; t: 0985-85-5369; michael@post1.miyazaki-med.ac.jp

Nagasaki—Tim Allan; t/f: 095-824-6580; allan@kwassui.ac.jp; Sarah Apedaile; t/f: 095-844-1024; sarah@bronze.ocn.ne.jp

Nagoya—Claire Gelder; t: 052-781-0165; f: 052-781-4334

Nara—Larry Chin; t: 0745-73-5377; f: 0745-73-2453; lschin@gol.com

Niigata—Robin Nagano; t/f: 0258-47-9810; robin@vos.nagaokaut.ac.jp

Okayama—Peter Burden; t/f: 086-293-3545; burden-p@osu.ac.jp

Okinawa—John Dickson; t/f: 098-893-7557; dickson@southernx.ne.jp

Omiya—Okada Chikahiko; t/f: 047-377-4695; chikarie@orange.plala.or.jp; Mary Grove; t: 048-644-5400; grove@tuj.ac.jp

Osaka—Nakamura Kimiko; t/f: 06-376-3741; kimiko@sun-inet.or.jp

Sendai—John Wiltshier; t: 0225-88-3832; BXU01356@niftyserve.or.jp

Shizuoka—Dean Williams; t: 0543-66-1459; deanw@iris.dti.ne.jp

Shinshu—Mary Aruga; t: 0266-27-3894; mmaruga@aol.com

Tochigi—Jim Chambers; t/f: 028-627-1858; JiMiCham@aol.com

Tokushima—Nora McKenna; t: 0886-41-4980(h); 0886-65-1300 ext. 2375(w); f: 0886-65-8037; nora@shikoku-u.ac.jp

Tokyo—Beth Kerrison; jalt_tokyo@hotmail.com; Suzuki Takako; t/f: 0424-61-1460

Toyohashi—Laura Kusaka; t: 0532-88-2658; kusaka@vega.aichi-u.ac.jp

West Tokyo—Kobayashi Etsuo; t: 042-366-2947; kobayasi@rikkyo.ac.jp; http://home.att.ne.jp/gold/db/wtcal.hmtl

Yamagata—Sugawara Fumio; t/f: 0238-85-2468

Yamaguchi—Shima Yukiko; t: 0836-88-5421; yuki@cu.yama.sut.ac.jp

Yokohama—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein and kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, February 15th is the deadline for a May conference in Japan or a June conference overseas, especially when the conference is early in the month.

Upcoming Conferences

March 30-April 1, 2000—*The Bilingual* (i.e. *=Multilingual) Brain: The Biannual GASLA (Generative Approaches to Second Language Acquisition) Conference* sponsored by The Center for Bilingual and Bicultural Studies (CBBS) at the Massachusetts Institute of Technology and by Boston College, will be held at University Park Hotel at MIT in Cambridge, USA. This conference aims to bring together the two complementary domains of cognitive and linguistic research on language structure and behavior and neuropsychological research on language correlates in the brain. Topics of special interest to EFL include the bilingual* brain versus monolingual brain, connections between second language acquisition (SLA) or bilingual* acquisition data and brain correlates, and the role of experience in brain correlates, language data, etc. More information at http://web.mit.edu/fll/www/news/Conf.html, or contact Suzanne Flynn; Massachusetts Institute of Technology, Foreign Languages & Literatures, 77 Massachusetts Ave, Room 14N-303, Cambridge, MA 02139, USA; t: 1-617-253-7821; f: 1-617-258-6189.

June 15-18, 2000—***People, Languages and Cultures in the Third Millennium the third international FEELTA (Far Eastern Language Teachers Association) conference*** will be held at the Far Eastern State University in Vladivostok, Russia. ELT professionals teaching at all levels welcome. Topic areas: English in the Pacific Rim countries, Intercultural Communication, Teacher Training and Teacher Development, Technology in Education, Materials Writing, Teaching about English-Speaking Countries. Contact Stephen Ryan at RX1S-RYAN@asahi-net.or.jp or f: 0726-24-2793 for both conference and practical information. Stephen, who has attended FEELTA's interesting, friendly conferences before, is putting together a group of teachers from Japan interested in attending this year's conference. Contact him soon. It is essential to begin planning early.

Calls for Papers/Posters (in order of deadlines)

February 29, 2000 *(for September 22-24, 2000)*—***Insolico' 2000: Seventh International Sociolinguistic Conference*** organized by the International Sociolinguistic Society in Sofia (INSOLISO) and held in Sofia, Bulgaria. This year's special topic is "Bilingualism and Diglossia: Actualized," with areas of particular interest including Bilingualism as Social and Psychological Phenomenon and Diglossia in Various Language Situations. Send one-page abstracts, including full address, by email or snail mail to Emanuil Kostov (emanuil@slav.uni-sofia.bg OR emanuil@mailcity.com); St Kliment Ochridski University of Sofia, Faculty of Slavic Philologies, BG-1504 Sofia, Bulgaria; f: 359-2-9460255.

March 31, 2000 (for September 4-6, 2000)—***Language in the mind? Implications for Research and Education*** a conference organized by the Department of English Language and Literature, National University of Singapore and to be held in Singapore, on issues related to the role of the mind in the learning and use of language such as the extent to which language is an innate mental process as opposed to a social construction. Papers are especially welcome on mental processes involved in the acquisition of language, in the reception and production of language, and in the mental activities of social interaction. Keynote speakers include Jean Aitchison (University of Oxford) and Rod Ellis (University of Auckland). Proposals for parallel paper presentations, symposiums and workshops are invited from academic researchers, teacher educators, and teachers in schools. See the conference website at http://www.fas.nus.edu.sg/ell/langmind/index.htm for a full list of desired sub-themes, etc. Send proposals and abstracts to: Conference Secretary, Language in the Mind; Department of English Language and Literature, FASS, 7 Arts Link Block AS5, National University of Singapore, Singapore 117570, Republic of Singapore; or email to: ellconlk@nus.edu.sg.

March 31, 2000 (for September 7-9, 2000)—***Language Across Boundaries: 33rd Annual Meeting of the British Association for Applied Linguistics (BAAL),*** on the campus of Homerton College in Cambridge, UK, will be organized to investigate boundaries crossed by language in respect particularly to cultures, disciplines, language learning, and modes. The keynote speakers are John Sinclair, Jennifer Coates, David Graddol, and Bencie Woll. Proposals for papers, workshops, colloquia, discussions, and posters (later deadline of May 31) are invited on any aspect of applied linguistics, but especially those addressing the conference sub-themes. Details about abstracts and submissions available at http://www.BAAL.org.uk/baalr.htm, or write to BAAL 2000; c/o Dovetail Management Consultancy, 4 Tintagel Crescent, London SE22 8HT, UK; Andy.Cawdell@BAAL.org.uk.

Reminders—calls for papers

February 17, 2000 (extended) (for June 9-12, 2000)—***JALTCALL 2000: Directions and Debates at the New Millennium*** the annual national conference of the Computer-Assisted Language Learning (CALL) SIG, will be held at Tokyo University of Technology. See jaltcall.org/conferences/call2000/ for more details in both English and Japanese, or contact Ali Campbell; School of Media Science, Tokyo University of Technology, 1404 Katakura, Hachioji, Tokyo 192-8580; t: 0426-37-2594; f: 0456-37-2594; campbell@media.teu.ac.jp.

February 29, 2000 (for May 20-21, 2000)—***CUE Mini-conference—Content and Foreign Language Education: Looking at the Future*** at Keisen University, Tama Center, Tokyo. Extensive details and online proposal submission at wild-e.org/cue/conferences/content.html, or contact CUE Program Chair Eamon McCafferty; eamon@gol.com.

Reminders—conferences

March 11-14, 2000—***AAAL 2000 Annual Convention: Crossing Boundaries*** at the Hotel Vancouver, Vancouver, British Columbia, Canada. See aaal.org/pages/Vancouver.html for details. Otherwise, contact Patricia L. Carrell, Program Chair; Department of Applied Linguistics/ ESL, Georgia State University, PO Box 4099; Atlanta, GA 30302-4099, USA; t: 404-651-0255; pcarrell@gsu.edu.

March 14-18, 2000—***TESOL 2000: Navigating the New Millennium—The 34th Annual Convention and Exposition*** at the Vancouver Convention and

Exhibition Centre, Vancouver, Canada. See www.tesol.edu/conv/t2000.html or contact TESOL, Convention Department; 700 South Washington Street, Suite 200; Alexandria, Virginia 22314, USA; t: 1-703-836-0774; f: 1-703-836-7864; conv@tesol.edu.

March 27-30, 2000—*'Ten Years After' Cognitive Linguistics: Second Language Acquisition, Language Pedagogy, and Linguistic Theory—the 28th LAUD SYMPOSIUM* at the University of Koblenz-Landau in Germany. Contact: Martin Puetz; Institut fur Anglistik, Im Fort 7, University of Koblenz-Landau, 76829 Landau, Germany; t: 49-6341-280-1762; f: 49-6341-280-376; puetz@uni-landau.de.

March 27-31, 2000—*IATEFL Conference 2000: the 34th International Annual IATEFLConference* in Dublin, Ireland. Dublin and accommodation info available at www.iatefl.org/Dublin-2000.htm. Mail contact: IATEFL, 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-0-1227-276528; IATEFL@compuserve.com/.

Job Information Center/ Positions

edited by bettina begole

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@po.harenet.ne.jp or call 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

We at the JIC do our best to conform to JALT's policy on discrimination. We screen ads for discriminatory wording, and confirm whether 'preference' actually means a preference for a certain sort of person, or is in fact a requirement. That said, I would like to remind all potential applicants that we can't screen for what isn't said. If, in reading between the lines in an ad, you have some questions, please contact the employer directly concerning employment policies. This month we received an ad, which is not included in this column, that specified an age range between 25 and 35, and specified the nationality required. These sorts of requirements are not at all uncommon here in Japan, and unfortunately it seems that the better and more prestigious the job, the narrower the range of acceptable applicants. If you are interested in applying for a position requiring a great deal of preparation (copies of publications, videotape, etc.) it may be to your advantage to contact the employer before submitting your application.

If you, as a JALT member, associate member, or advertiser, have any comments on JALT's policy on discrimination in the workplace, especially as it relates to job ads placed with the JIC, please feel free to send your thoughts to either the JIC, or even better, to your elected officers in JALT.

Iwate-ken—Mizusawa School of English in Mizusawa is seeking a full-time English teacher. **Qualifications:** At least two years experience teaching English in Japan and able to speak Japanese. **Duties:** Teach English conversation to all ages, testing, student report cards, general upkeep of school. **Salary & Benefits:** 270,000 yen/month. **Contact:** Lois Mine; Mizusawa School of English, 1-2-3 Tainichidori, Mizusawa-shi, Iwate 023-0827; t/f: 0197-25-8860.

Kitakyushu—Kyushu Institute of Technology, a Japanese national university in Kitakyushu, is seeking qualified applicants for professor, assistant professor, or associate professor of EFL to begin October 1, 2000. **Qualifications:** PhD or its equivalent in published achievements in TEFL, applied linguistics, linguistics, or related fields (including literature, comparative culture, area studies, etc.); proof of contribution at learned conferences. Japanese language ability is preferred. **Duties:** One graduate-level class and five undergraduate classes per week; management, coordination, and participation in departmental activities. **Salary & Benefits:** Salary is based on the Japanese Ministry of Education scale. Benefits include annual bonuses, once-only transportation from point of origin, conference travel allowance, and research budget. Health insurance covers medical and dental care. A teacher's apartment may be available. **Application Materials:** Resume with a recent passport-size photo, photocopies of all degrees and diplomas, most recent academic record, medical certificate, verification of past employment, at least one letter of recommendation, a list of publications with 100-word summaries for each publication and copies of all important publications. **Deadline:** February 28, 2000. **Contact:** Masatoshi Tabuki, Professor of Linguistics; Department of Human Sciences, Faculty of Engineering, Kyushu Institute of Technology, 1-1 Sensui-cho, Tobata-ku, Kitakyushu 804-8550; t/f: 093-883-3441 (Japanese), 093-883-3446 (English); tabuki@dhs.kyutech.ac.jp (Japanese), ruxton@dhs.kyutech.ac.jp (English).

Osaka-fu—SIO Japan is seeking part- and full-time English instructors to work in central and northern Osaka. **Qualifications:** Some Japanese ability and computer skills; a degree is valuable but not mandatory. **Salary & Benefits:** Stock options included.

Contact: Robert Pretty; SIO Japan; t: 0120-528310; siojapan@poporo.ne.jp.

Shiga-ken—The University of Shiga in Hikone-shi is seeking a part-time English teacher for first-year university students to begin April 2000. The campus is located about one hour on local train from Kyoto, and 10 minutes by bus. **Qualifications:** MA and college teaching experience. **Duties:** Teach two *koma* on Tuesday mornings (8:50-12:00) and/or two *koma* on Thursday mornings (8:50-12:00). **Salary & Benefits:** 8,000-12,000 yen per koma, depending on qualifications; transportation fee. **Application Materials:** Resume. **Contact:** Walter Klinger; University of Shiga Prefecture, 2500 Hassaka-cho, Hikone-shi 522-8533; t: 0749-28-8267; f: 0749-28-8480; wklinger@ice.usp.ac.jp; www2.ice.usp.ac.jp/wklinger/.

Tokyo—The English Department of Aoyama Gakuin University is seeking part-time teachers for conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident in Japan, with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; minimum three years of experience teaching English at a university, or a PhD and one year university teaching experience. Publications, experience in presentations, and familiarity with email are assets. **Duties:** Classroom duties include teaching small group discussion, journal writing, and book reports. The university is interested in teachers who can collaborate with others in a curriculum revision project requiring lunchtime meetings and an orientation in April. **Salary:** Comparable to other universities in the Tokyo area. **Application Materials:** Request in writing, with a self-addressed envelope, an application form and information about the program. **Deadline:** Ongoing. **Contact:** "PART-TIMERS," English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Wakayama-ken—English Village International K.K. in Tanabe is looking for a full- or part-time English teacher to begin immediately. **Qualifications:** Teaching experience preferable but not necessary. **Duties:** Teach mostly children at a growing school. **Salary & Benefits:** Visa sponsorship possible. **Application Materials and Contact:** Fax cover letter and resume to English Village International at 0739-26-0710, attention Kathy Sekioka.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at begole@po.harenet.ne.jp.

Here are a variety of sites with information relevant to teaching in Japan:

EFL, ESL and Other Teaching Jobs in Japan at www.jobsinjapan.com/want-ads.htm
Information for those seeking university positions (not a job list) at www.voicenet.co.jp/~davald/univquestions.html
ELT News at www.eltnews.com/jobsinjapan.shtml
JALT Online homepage at www.jalt.org
Jobs and Career Enhancement links at www.jalt.org/jalt_e/main/careers.html
Teaching English in Japan: A Guide to Getting a Job at www.wizweb.com/~susan/mainpage.html
ESL Café's Job Center at www.pacificnet.net/~sperling/jobcenter.html
Ohayo Sensei at www.wco.com/~ohayo/
NACSIS (National Center for Science Information Systems' Japanese site) career information at nacwww.nacsis.ac.jp/
The Digital Education Information Network Job Centre at www.go-ed.com/jobs/iatefl
EFL in Asia at www.geocities.com/Tokyo/Flats/7947/eflasia.htm
Jobs in Japan at www.englishresource.com
Job information at www.ESLworldwide.com

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私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。（例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。）これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices, in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity and to return ads for rewriting if they do not comply with this policy.

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English-language copy must be typed, double-spaced, on A4-sized paper, with three-centimetre margins. Manuscripts should fol [illegible]

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[illegible]

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (bold-faced or italics) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Malcolm Swanson.

日本語論文です。400字詰原稿用紙20枚以内。左寄りで題名を記し、その下に右寄りで著者名、改行して右寄りで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2ヵ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in TLT are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. TLT will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

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Conference Reports. [illegible]

[illegible]

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

[illegible] My Share [illegible]

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers' Review Copies Liaison にご相談ください。また、書評を書き、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2ヵ月前の15日に JALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認のSpecial Interest Groupで、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2ヵ月前の15日にSIGS編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

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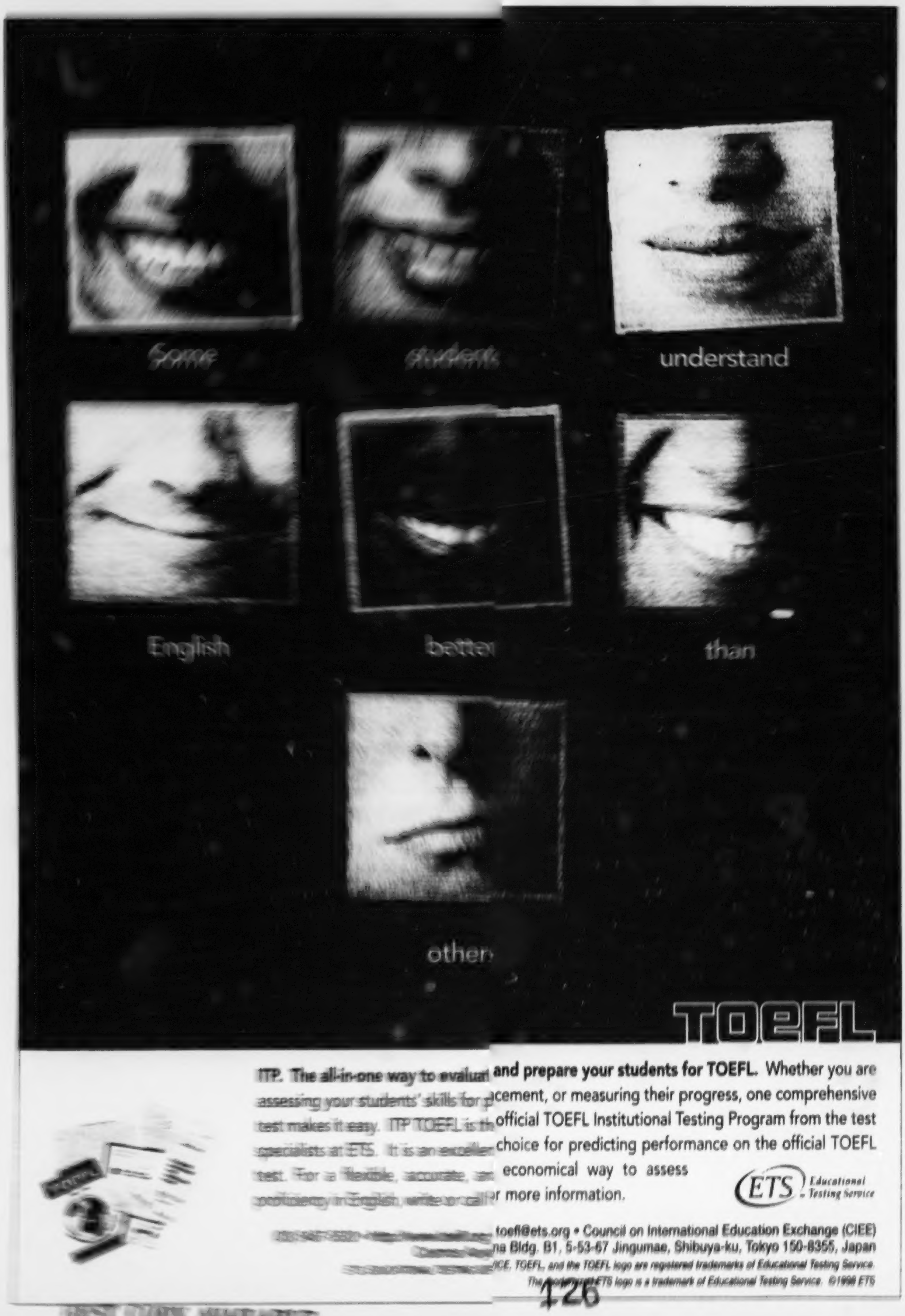
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wmlee@cc.gifu-u.ac.jp

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602 New Urban Issha, 2-34 Issha, Meito-ku,
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Design & Layout — *The Word Works*
t: 045-314-9324; f: 045-316-4409; tww@gol.com

Printing — *Koshinsha Co., Ltd., Osaka*

JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito,
Taito-ku, Tokyo 110-0016; t: 03-3837-1630;
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My Share Special Issue

In a recent on-line survey, *TLT* readers chose "My Share" as its most popular and useful section—thanks greatly to the efforts of retiring column editor Sandra Smith. We consequently asked her to compile a Special Issue of "My Share" pieces, including her own, before she left *TLT*. Our deepest thanks and best wishes go with her.

The Editors

As many of our readers anticipate the beginning of a new school year in April, we hope these ideas will be both useful and stimulating to you in your lesson planning.

On a personal note, I would like to thank all of the readers of and contributors to "My Share." The consistently high level of interest in the column during the past two years has made the work a delight. Equally, the guidance, editorial acumen, and humour of the current and former editors, Laura MacGregor, Steve McGuire, Bill Lee, and Malcolm Swanson have provided ample payment for a volunteer position. I am sure that the new "My Share" editor, Scott Gardner, will find as many rewards from this work as I have, and I would like to welcome him and wish him all the best.

Sandra J. Smith
Guest Editor

Who Would Be the Best Teacher?

Chris Bradley, *Kumamoto YMCA Language School*

The interest in education-related issues demonstrated recently by many of my learners, as well as the Hadley & Hadley (1996) study on Japanese university students' perceptions of a good teacher, led me to develop an exercise entitled "Who Would Be the Best Teacher?" The aforementioned study caused me to think deeply about my own teaching, as well as what my students really value in pedagogical approaches. It was in an attempt to discover more about the latter that I formulated this integrated-skills task, targeted mainly at low-intermediate learners of English.

My initial inspiration for this activity was a useful exercise designed for ESL students in the United States (Rooks, 1990). Rooks asks students to work in pairs or groups to choose from five profiled teachers who would be most suited to fill a fictitious job as a science teacher at an American elementary school. Since an exercise that suits my students' own cultural context is usually much more interesting and relevant to them, I decided to develop my own adaptation of the Rooks exercise that would attempt to fit the current Japanese socio-cultural context.

Pre-teaching Activities

1. If necessary, I review with students the following target language that can be used to express opinions:

I	really	think feel believe	that...
	kind of sort of		

2. Students work in pairs and ask each other who their favorite teacher was in junior high school and why. This is to pique the interest of the students for the main activity.

Main Activity

1. I explain to the students initially that they are to imagine that they are on a panel that is going to hire a junior high school science teacher for one of the best schools in their city or town. First, students are divided into pairs. Every student is given one sheet of paper, each of which has a written profile of a teacher (please see appendix). As an option, each student in the working pairs may be given the paper to take home and read before the following class. This way, the students can look up difficult vocabulary in the paper prior to doing the main activity in class. Whether the students are given this homework or not, I tell them that they should not show the written text of their teacher profile to their partners, but that they may show the picture of the teacher to their partners if they wish.

2. Students then use a Teacher Analysis Sheet to ask their partners about their teacher profile. Students take down the information in point form on that sheet, being careful not to repeat word for word what their partners have said:

- Teacher's name:
- Age:
- Experience:
- Principal's impressions of the teacher:
- Students' impressions of the teacher:
- The teacher's philosophy of education: (Hint—Ask your partner about the last sentence in his/her teacher profile)
- The impressions you and your partner have of the teacher:

- The rating you and your partner give the teacher: (10/10 is perfect)

They should summarize this information *in their own words* and check for understanding with their partners.

3. Finally, I have students discuss their own impressions of their partners' profiled teacher with their partners by synthesizing all of the information that they have heard and by forming their own opinions. (As some students may have had little practice synthesizing or summarizing information, it is best that the teacher familiarize such students with these procedures before attempting this activity with them.) During this part of the activity, I circulate among the pairs of students to make sure that they are using the target language for expressing opinions. Students should then try to agree with their partners on an overall rating (out of ten) for each teacher, which they write on their Teacher Analysis Sheets. At the end of the activity, the students call out these ratings to the teacher, who writes them on the board. The class decides who the winning candidate is, based on the total scores of the ratings from all of the pairs of students.

Follow-up discussion
I have found the following questions to be useful in stimulating further pair, small group, or whole class discussion:

1. What were the most important factors for you in deciding who the best teacher in this activity was (i.e.: the teacher's picture, etc.)?
2. Would a Western junior high school have similar or different criteria from a school in Japan for hiring a teacher? (Students may also ask the native-English-speaking teacher this question).

Acknowledgments: The chart-like format for presenting the target language in the first pre-teaching activity was suggested by Miki Tsukamoto. Fred Anderson gave many valuable suggestions during the writing and re-writing of this activity. The illustrations of the teacher profiles were drawn by my wife, Akiko Bradley.

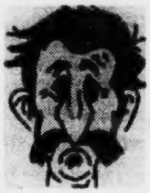
References

Hadley, G. & Yoshioka Hadley, H. (1996). The culture of learning and the good teacher in Japan: An analysis of student views. *The Language Teacher, 20*(9), 53-55.
Rooks, G. (1990). *Can't Stop Talking*. Boston: Heinle & Heinle.

Quick Guide
Key Words: Integrated Four Skills
Learner English Level: Low-intermediate
Learner Maturity Level: High school to adult
Preparation Time: minimal (photocopy teacher profiles)
Activity Time: 30 to 45 minutes

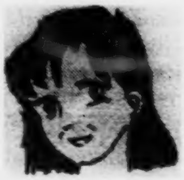
Appendix: Teacher Profiles

Teacher Profile #1



Hiroshi Kobayashi, age 40, is married with two children. His daughter, age 15, and his son, age 13, are both junior high school students. He has been a junior high school science teacher for 15 years. The school principal where Mr. Kobayashi works says, "Mr. Kobayashi's students always get into the best high schools, but I kind of feel that he is quite strict with the students. They are so tired from all of the homework he gives them that some of them fall asleep in the middle of his classes." A few students say that the real reason they sleep during his classes is that he is a boring teacher who never lets the students ask questions or work on experiments in groups or pairs. On the other hand, he is appreciated by many students for volunteering enthusiastically at the school's Science Club. Mr. Kobayashi really believes that a teacher must be tough in the classroom and that most teachers today are too easy on the students.

Teacher Profile #2



Junko Morishita, age 40, is married with three children, aged 14, 12, and 10. She has worked at the same Junior high school for 23 years. Her students love her because she makes them study hard, but at the same time, she is very kind to them. She also allows them to ask her many questions and do work in pairs and groups. One problem that she has, though, is that she is late coming to school at least two times every month. The principal of the school where Junko works says, "I really think that Junko is a very good teacher who cares for her students, but she wastes too much time allowing the students to work in groups—she should lecture to them more!" The principal is also worried that Junko's students aren't doing as well on the high school entrance examinations as the students of some of the other science teachers. Junko herself, though, feels that while what the students learn is important, the students really need a caring teacher like her.

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Encouraging Learner Autonomy in Your Classes

Jack Brajcich, *Fukuoka Jogakuin University Junior College*

It is important to recognize and even encourage learner autonomy in ESL classrooms. Learners should have opportunities to learn according to their own individual styles and preferences. However, it is not always easy to develop learner autonomy in cultures such as Japan's, where forming social groups and *amaeru*, or interdependence, are the accepted norm. Developing learner autonomy in the classroom is valuable since it can encompass groups as well as individuals (Benson and Voller, 1997). However, without careful consideration of the classroom conditions, learner autonomy strategies may not realize their potential.

It is with the Japanese classroom in mind that I have listed below some things I have learned in both my research on learner autonomy and in my classroom observations. This list includes practical tips one could consider using when trying to develop learner autonomy in a Japanese classroom in the future.

*1. **Encourage students to be interdependent and to work collectively.*** The less students depend on their teacher the more autonomy is being developed. Many Japanese students like working in small groups and usually can be placed in pairs or small groups for various exercises quite easily, that is, not against their wills. Pairs and groups can read dialogues together, do information-gap activities and consult each other on the meaning and clarification of the task at hand.

*2. **Ask students to keep a diary of their learning experiences.*** Through practice, students may become more aware of their learning preferences and start to think of new ways of becoming more independent learners. Diary entries could be written after every lesson so that students can record their sentiments about it. Students could also record whether or not they thought they benefited from what they did and give reasons why or why not. After they record their experiences for a month or two, teachers could help their students interpret their experiences and give them additional techniques to suit their learning styles.

*3. **Explain teacher/student roles from the outset.*** As well, asking students to give their opinions on the issue of roles could be beneficial. However, their prior experiences may not match the type of environment you wish to foster. Thus, while the eventual goal is independence/interdependence (see point 4, below), the initial outcome of discussion on roles may not result in a fully-developed notion of an independent learner. It would be profitable to set aside time at various points throughout the academic year so that these roles may be reassessed as students' feelings of independence grow. Emphasis could also be given to learning about the target language and its social contexts of use. Learning about autonomy may be something the students are hearing for the first time and some might react negatively to it. Therefore, learning about learner autonomy should be introduced gradually over time (see point 4) as the students experience its benefits. Teachers could mention cultural differences in the beginning of courses to outline what the students will be doing in class, and suggest to them that they may be doing something different from what they may be used to. Also, having a discussion regarding how English conversation differs from other subjects could be beneficial. For example, teachers could ask the students if learning English is similar to History or Math, where it is common to listen to lectures about information and theory, or if learning English is similar to playing the piano or baseball where it is common to practice and be active.

*4. **Progress gradually from interdependence to independence.*** Give the students time to adjust to new learning strategies and do not expect too much too soon. Start the development of learner autonomy from larger groups, then work towards smaller groups, pairs, and finally individuals. Also, start courses by giving the students fewer choices concerning their learning and work towards many choices, and finally freer choices, such as open-ended tasks, or allowing students to make their choices entirely on their own.

*5. **Give the students projects to do outside the classroom.*** Such projects may increase motivation. For example, set up a pen-pal writing exchange program with a foreign school, or have the students do interviews with foreigners they happen to meet. Outside projects are important for most students learning English because most students in Japan spend so little time in class or language lab. For those serious about learning English, out-of-class time is the only way they are going to study enough to make much of a difference.

*6. **Give the students non-lesson classroom duties to perform*** (taking roll, writing instructions, notices, etc. on the board for the teacher). But do this only if it is done in English and there is adequate time. Remember that "time in English" is at a premium.

*7. **Have the students design lessons or materials to be used in class.*** Also do an "interests and ability" inventory at the beginning of every school year so you can understand how to tailor your lessons. Time could be set aside at the end of the course for practical criticism of study tasks and textbooks used in the course. More student control over the management of learning resources could be encouraged as well.

8. ***Instruct students on how to use the school's resource centers:*** the school library, the language lab, and the language lounge. Teachers could encourage the students to join the school's English Club. Explain everything about the resource centers, taking nothing for granted. Have a lesson centered on using the various resources. Work with the people in charge of the resources to get their full cooperation and support.

9. ***Emphasize the importance of peer-editing, corrections, and follow-up questioning in the classroom.*** Inform the students that feedback from their peers can be valuable in that they can become more aware of their language mistakes, including grammar errors and vocabulary misuse. Using follow-up questions not only among classmates but also with their teacher can facilitate learning and higher levels of awareness and understanding of the target language.

10. ***Encourage the students to use only English in class.*** Tell the students that this is a great chance for them to use only English, and few opportunities like this exist for them. Part of the role of the language teacher is to create an environment where students feel they should communicate in the target language and feel comfortable doing so. Heavy reliance on the students' native language may side-track efforts to reach optimal levels of the target language in the classroom. Students could be introduced to ways of greeting each other and starting and maintaining conversations.

11. ***Stress fluency rather than accuracy.*** Therefore, emphasize communication and the negotiable and interpretive aspects of English conversation. Students need not constantly over-concern themselves with correct grammar and vocabulary usage and accuracy. Students should be encouraged to use dictionaries sparingly and to try as best they can not to use erasers while taking notes, writing in diaries or journals, or doing writing exercises, including compositions. Much more information could be conveyed and absorbed if students spent less time worrying about their language accuracy.

12. ***However, do allow the students to use reference books,*** including dictionaries (preferably English-English with Japanese annotations), in class. Not to contradict the previous tip, provided students do not use these aids too often or fall into the "accuracy is more important than fluency" fallacy, they can develop autonomy and independence by looking up information and meanings on their own, in pairs, or in groups.

Reference

Benson, P., and Voller, P. (1997). Introduction: Autonomy and independence in language learning. In *Autonomy and independence in language learning*, P. Benson and P. Voller (eds.), Addison Wesley Longman.

Quick Guide
Key Words: Learner Training
Learner English Level: Beginner to Advanced
Learner Maturity Level: Junior High School to Adult
Preparation Time: Varies according to activity
Activity Time: Varies according to activity

Mind Maps

Michael Cribb, *Kansai Gaidai University, Osaka*

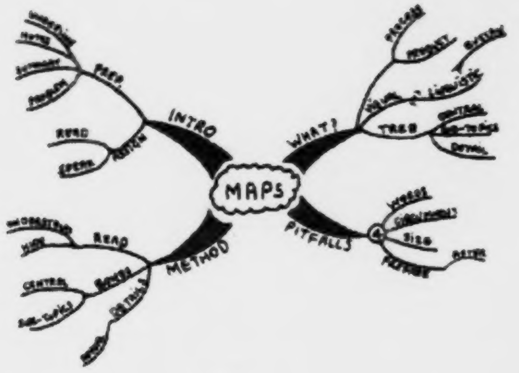
Many teachers assign homework that involves students studying an article (e.g. newspaper article, a few pages from a book) so that they can then present (retell) the contents to other students during class. This sort of activity provides both a reading and spoken portion. One problem for students, though, is how they should study and prepare for the presentation so that they can speak freely during class using their own words and sentences without having to refer to the article too much.

Some students may read the article and merely underline key words and sentences, but when they come to speak in class, it is difficult for them to avoid repeating the sentences in the article word for word. Other students may make notes, but this can often be in the form of sentences that are mere copies of those in the article or very similar. Even the hard-working students who make genuine summaries of their articles run into problems when they come to class, since they still have a written piece in front of them from which they have to speak.

Rather than having sentences in front of them when they present their article, if students could have a visual-linguistic representation of the article, they could concentrate more on creating their own, free-standing sentences and discourse. A technique using mind maps (some people say memory maps), which I've used for several years, can provide this.

Mind Maps

Mind maps are visual-linguistic representations of what a person understands of a subject. (See the accompanying example.) The word in the middle of the map represents the central image the person has of the subject matter. Lines radiate out from this, pretty much like the branches of a tree radiate out from the trunk, and keywords represent the sub-topics and details.



Tony Buzzan (1993) has been one of the chief proponents of mind maps for presentations, note taking, creative thinking and all kinds of activities. I don't feel they are the solution for all problems, but they can facilitate a number of classroom activities. In the following, I will outline their use for an activity where students study an article and then present the contents to a partner in class.

Since learning to create mind maps takes a bit of time, I normally get students to make their first few maps in class so that I can give them instructions. Here's what I tell them: First they have to read the article fully and understand it. This will involve their reading through three or four times with possibly some use of a dictionary. (This could be assigned for homework). After that, they turn their article over so they cannot see it and take a blank piece of paper. In the middle of the paper they write one word which represents for them the central point of the article. Only one word. Not a sentence or a phrase.

Next they draw lines which radiate out from this word to represent the sub-topics of the article and write keywords for the sub-topics. Again, only single words. (Sketches rather than keywords are all the better, and colours brighten things up no end.) They continue this, branching out and writing keywords until they have the "bones" of the article in front of them. It is important they don't refer to the actual written article during this time since the mind map is a representation of what they understand, not what is actually written in the text.

When they have the bones of the article in the mind map, they will need to add some of the details (the end branches if you like). For this they are allowed to look at the article again, since the activity is not an exercise in memory recall. Generally, a large mind map (64 megabytes as I say) is desirable when students first start creating them, but as they become more skilled at presenting and summarizing, then smaller maps are preferable.

When they have completed their mind map, they are ready to present the article to a partner. The advantage now is that when they speak, they only need to look at the mind map and not the article. They can thus recreate the contents of the article using their own short, simple sentences based on the mind map and avoid the long, complicated sentences in the article.

Process and Product

Mind mapping is a process as well as a product. That is, while the finished mind map is a useful aid for speaking, the process that the students follow for constructing the mind map is just as important, since this allows them to understand and become familiar with the structure and contents of the article. I've had many students come to class with large, well-thought-out mind maps, only to ignore them completely and tell the story off the top of their head. This doesn't mean the mind map was useless. Rather, the very act of creating the mind map was what allowed them to speak off the top of their head so freely.

Pitfalls

Here are a few pitfalls that you need to avoid when using mind maps:

- Make sure students write keywords only, not phrases or sentences. If they write sentences then they will inevitably try to say these sentences when they come to present.
- Make sure students don't circumvent this by writing a series of keywords to represent a sentence. For example, if the article says *The president said to the people that he would cut taxes,* students might write *president - people - cut - taxes* as keywords in their mind map. This practice is just as bad as writing the sentence out in full. Each keyword in a mind map should represent an idea, not a portion of a sentence. As students become more skilled, fewer keywords are required since they are able to recall more information from memory.
- Mind maps should not be too large. Students with too much detail in their map will find it difficult to convey a complete summary of the article to their partner in the allotted time.
- Mind maps should be prepared after the student has fully understood the article. Beware of the student who reads and draws the mind map at the same time. The structure of the mind map just follows the sentences and paragraphs of the article and the student inevitably ends up using the article to make the presentation rather than the map.

Reference

Buzzan, T. (1993). *The mind map book,* Dutton Books, New York.

Quick Guide
Key words: mind maps, speaking
Learner English Level: Intermediate, advanced
Learner Maturity Level: Adult
Preparation time (for mind map): 10-15 minutes
Activity time (for presentation): 60-90 minutes. Students present three to four times changing partners each time.

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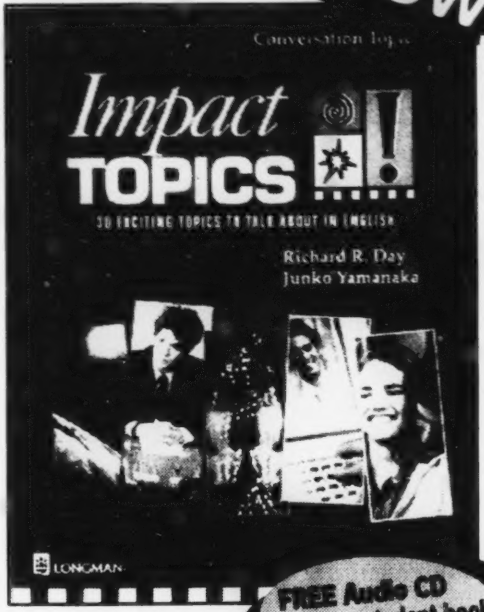
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Fractured Fairy Tales

Karen Eilertsen, Heather Gately, Morris Kimura, Lisa Varandani
School for International Training at Tokyo Jogakkan Junior College

This is a highly successful lesson we developed to use in our Storytelling class, but it is easily used in more general classes, too. Stories are by nature engaging, and they therefore motivate students to understand and to be understood. We started with a common fairy tale—*Cinderella*.

Steps

1. Students write what they can remember of *Cinderella*. At this point, focus on certain features of fairy tales, such as plot development, important objects (glass slipper), and typical endings, as well as on important elements of any story, such as characters and setting. In our classes, we put the main points of *Cinderella* on separate strips of paper. These were given out to the students to arrange in sequence on a plot development line. Important characters and features of the setting (time and place) were elicited from the students.

2. Give students a "fractured" version of *Cinderella*. We changed the characters, setting, time, important object, and the ending. Cinderella became "Morissella", a man (they knew Morris the teacher), the setting was in Izakaya in Japan, the time was present day, the glass slipper became a wig, and the ending was sad. The students *loved* reading this. After reading, students work in pairs to identify the changes that had been made to the story.

3. In groups of two to four, students first brainstorm a list of fairy tales they know, choose a story to "fracture," decide their changes to the characters, setting, time, objects, or ending, organize their changes on a plot development story line, and finally write their new story.

During this time we let students use Japanese if they need to in developing their group story. Nevertheless, there is a lot of language learning as they look up vocabulary and negotiate grammar; there is automatic on-going peer editing as they work. Teachers circulate and give help as needed.

4. Students tell their stories to their classmates. Because they are working from familiar stories, and understand the concept of fracturing, the stories have a high interest level for the listeners. The listeners can identify which features of the original were fractured.

Options and Variations

1. Any grammar focus can easily be incorporated into this lesson. After Step 2 we focused on the different usages of past and past progressive verb tenses. First we had students identify the verbs in *Morissella* , next we gave them the rules, and then they categorized the instances in the text according to the rules. Finally, in their writing, we asked them to use the past progressive at least two times.

2. To provide more language input, in Step 2 students could read short, authentic versions of a selection of stories. Then, after studying these, they can make their own version of the same story. Having a large selection would give the students some choice in which story they prefer to work with.

3. A drama element can be added to Step 4 by teaching presentation skills and use of gestures, or by students role-playing. This could also be videotaped so students can see themselves as actors and critique elements of performance.

4. A modified version of Community Language Learning (CLL®) can be done. (This is a language teaching approach where students say what they want to say and the teacher helps them with accuracy.) After Step 4 the teacher can read the students' writing onto a tape, cleaning up the grammar. The students then transcribe this. Listening to a native version of what they want to say provides excellent practice. After their transcript is checked and corrected (it is rarely correct the first time), they listen again to mark the breath groups and then practice intonation and pronunciation. The students' transcripts can later be used for other language analysis or practice activities.

5. Stories can be written individually and students can peer edit using a structured outline.

6. Stories can be published in a booklet, with pictures drawn by the students.

We would like to acknowledge contributions to this lesson from Val Hansford, Sean Conley, and Gina Thurston.

Quick Guide
Key Words: Integrated Four Skills
Learner English Level: High beginner and above.
Learner Maturity Level: High school and above.
Preparation Time: One hour to write a model fractured fairy tale.
Activity Time: Two to four 90 minute lessons, depending on level and how many details or variations are included.

Bilingual Dictation

Shaun Gates

Dictation is an evergreen favourite with teachers. It is quick to set up and comes in many forms. This variation combines dictation with translation, and is suitable for students with the same mother tongue. The dictation part is organised so that you can assess the speech of ten to twelve students. The translation section is useful when your class has to tackle a difficult reading passage, perhaps from a set textbook, or when you wish to push them a bit.

Method

Preparation: Choose an interesting reading passage around 500 words long that contains grammar or vocabulary you would like your students to learn. It might be a reading exercise from their textbook or an article you have copied to hand out. This should give you enough work for at least sixty minutes. In your mind, divide the text into five or six sections.

Lesson 1: Ten minutes before the end of the lesson, ask the class to read the selected passage. Form five or six pairs of *translators* and allocate each pair a different section of the text. With my students I usually give ten lines or a short paragraph to each pair. Before you start explaining things to the pairs, write some questions on the blackboard to test their understanding of the gist of the text. Tell the rest of the class to copy these down and answer them for homework.

Now tell each of the paired translators that by the next lesson they must translate their section into their L1. Tell them they are going to read out their section in English and their L1. Each member must read in both languages as follows:

1. Student A reads lines one to five in English, and then Student B translates them.
2. Student B reads lines six to ten in English, which Student A translates.

In this way, you will get the whole text translated without placing a heavy burden on the pairs.

Lesson 2: In the next lesson, arrange the furniture as if you were holding a press conference. There should be a table and some chairs at the front that face the rest of the classroom. If you cannot move the furniture, let the pairs use your desk. If you have a desk microphone, please use it, as some students have weak voices. (If the pairs lack confidence or have little experience of reading aloud, you can read the text first or model the pronunciation of difficult words.)

Bring the first pair up to the table. Remind them to read aloud clearly, and encourage the class to ask for repetition or clarification. Ask Student A to read the first half of the section in English. Tell the rest of the class to listen while reading their texts.

Now ask Student B to translate. This time tell the class, including the other pairs, to copy down what they hear. When Student B has finished, the pair change roles: B reads in English and A translates.

When the first pair has finished, give the class a minute or so to check their translations with their neighbours and then bring the next pair to the front. When a student is reading in English, you might want to assess them. I use a simple scale to grade fluency and pronunciation.

When all the pairs have finished, ask the class the comprehension questions assigned the previous day. They should manage to do this quickly. Now ask more detailed questions to highlight the language areas you want the students to notice. (You need only five or six pairs for a reading, so if you have a large class, use a different dictation every so often until everyone gets a chance to read aloud.)

By combining dictation with translation you provide a rich language learning experience. At the end of the activity, your students have practised the four skills and had their attention drawn to new areas of language. They also have the satisfaction of taking away a translation of a text which perhaps they would not have tackled alone.

Quick Guide
Key words: Integrated Four Skills
Learner English Level: All, especially Beginner to Intermediate
Learner Maturity Level: Junior High school to adult
Preparation Time: 10 minutes
Activity time: one hour in two classes

Group Work: Using Job Duties in the Classroom

Jennifer Gray, *Nevada-California International Consortium (NIC), Japan*

Group work is a very effective activity for teaching English to Japanese students. Even those students who have no prior experience with this type of task in the classroom can quickly learn to use it. Japanese students do not receive group activity instruction in the classroom, but according to Peak (1991) Japanese society socializes students for group cooperation, making the technique easy for them to learn. The addition of job duties facilitates the group process by eliminating the ambiguity that causes some students alarm and uncertainty when they are asked to initiate and carry out a group activity. Group work is a great way to motivate students toward a more active approach to learning. Specific job duties help students define their individual roles in the group process.

Introducing Group Work

The class is usually begun by explaining briefly the purpose and advantages of using group work in the classroom: (a) it allows students to actively participate in the class with their fellow students, rather than idly accepting ideas from the teacher; (b) group work gives them the opportunity to generate their own ideas; (c) group work develops students' ability to articulate and respond to opinions, and to cooperate with others to solve problems.

Next, students are given a handout that outlines the ground rules for group work and highlights the job duties. The following summarizes key information to include:

- Groups will consist of four to five students.
- Each student must choose a job for group projects.
- The duties for each job should be carried out to the best of the student's ability.
- Students should choose a different job for each group activity in order to give them a broader experience.
- The jobs and their responsibilities are as follows:

Leader: This person is responsible for leading group discussion. They should call on individual speakers for the group, and make sure that everyone is included in the discussion. The leader also reports group progress to the teacher.

Secretary: This person writes down details of the discussion.

Time Keeper: This person keeps the group on task, and reports the time left for finishing the task.

Brainstormer: When needed, this person leads the group in brainstorming sessions as well as recording outlines for the group.

Co-Leader (optional): If the group consists of five members this person will aid and assist the leader when needed.

Four to five members are ideal for group work, but when necessary, group activities can also be achieved with as few as three students, with two of them taking more than one job. I would not suggest doing this activity with fewer than three students in a group, as paired students are easily able to organize and negotiate without the structure of specific job duties.

According to Bredemeier & Stephenson (1968), groups of students become an individual "social system" that differs from the social system of the class (p. 35). Therefore, it is necessary to organize small groups with clear guidelines and responsibilities to help students make the transition from the larger class group to smaller groups. For this reason, carefully go over the jobs and emphasize the importance of fulfilling those responsibilities so that the group members are able to work together as a supportive team.

Sample Format

For this example, the assignment is a group essay about pets for a high-intermediate writing class of about twenty students. (Other skills, such as reading or listening and speaking can be addressed equally effectively in groups.) Once groups have been decided, students should form a circle with their desks and choose job positions. It is important to have all group members engage in leadership by assigning an individual job to each member rather than having one boss (Grove 1976).

Next, the brainstormer should ask for ideas from the group about the topic and write them down, either as a circle outline or in random combinations of phrases and ideas from fellow classmates. At this point the teacher should walk around the room giving encouragement as necessary, and making sure that all the students' desks are facing each other in a circle and that students are not speaking Japanese.

Following the brainstorming, I usually ask students to form their thesis statement for the essay. At this point the leader will take control of the group and the secretary will take notes. All groups should discuss their topic and write a thesis statement with identified topic and controlling idea. It can be checked by the circulating teacher before proceeding to the actual writing of the essay. Then the introductory paragraph, body paragraph and concluding paragraph can be tackled by the group in that order. Again the secretary will record the paragraphs and all the students in the group should offer ideas and work toward completion. The timekeeper will intermittently offer reports on minutes left to complete the task and the leader will call on students so that everyone has a voice in the writing of the essay. This assignment usually takes about seventy-five minutes to complete.

Depending on the level of students it is usually best to have them jump right into the activity as soon as possible with minimal directions. Beginner classes may require a pre-teaching lesson to explain new vocabulary and useful expressions or phrases for group work. On the other hand, intermediate to advanced classes should have little difficulty grasping the directions and organizing into groups. A hands-on approach has proven to be the best teaching method. In a class size of twenty to thirty students some instructions are better given one-on-one or through example as the teacher walks around the room monitoring the groups. For example, I might remind the brainstormer to take notes or ask the time keeper how many minutes are left until the end of the class.

It is necessary in the beginning for the teacher to closely monitor the groups and offer support if they seem stuck or unmotivated. It is also necessary to monitor the noise level (since many students will be talking at once) and keep it to a minimum. Organizing students into groups has many advantages:

1. It allows a break from the regular routine such as lectures, timed writing and exams.
2. It encourages critical thinking skills.
3. It allows students to pool their resources and learn from each other.
4. Students can try out new ideas in a small group, which is less formal and threatening in structure than a whole classroom of students.

References

Bredemeier, H. C. & Stephenson, R. M. (1968). *The analysis of social systems*. New York: Holt, Rinehart & Winston, Inc.

Grove, T. G. (1976). *Experiences in interpersonal communication*. New Jersey: Prentice-Hall, Inc.

Peak, L. (1991). *Learning to go to school in Japan: The transition from home to preschool life*. Los Angeles: University of California Press.

Quick Guide
Key Words: Classroom management
Learner English Level: Beginner to Advanced
Learner Maturity Level: High school and above
Preparation Time: minimal
Activity Time: 75 minutes

The Conversation Puzzle: A Cloze-Dictation Activity

Jane Hoelker, *Seoul National University*

Looking for a new way to use dialogues? Today's students are accustomed to (a) listening to dialogues and answering wh- comprehension questions, (b) the exchange of information contained in the sentences and phrases in a dialogue, and (c) repeating and remembering conversational formulae.

Through the Conversational Puzzle, students engage with the dialogue material on a deeper level by examining the sequence of ideas, resulting in a more profound understanding of the semantic relationship of the ideas structuring the discourse. In addition, this activity integrates the skills of writing and listening and thus supports the exploration, the identification, and the practice of pronunciation problems, especially the suprasegmentals of rhythm, stress, and intonation that challenge EFL speakers of syllable-timed languages, such as Japanese and Korean.

I first learned of this activity 15 years ago in a newsletter that I picked up in a faculty room and have used it successfully in a gamut of teaching situations since then with business people in night classes, with technical students enrolled in engineering and computer curricula, with English education majors, and with all levels from beginning to intermediate to advanced. The puzzle quality of this technique captures the attention of students and challenges them to manipulate language until all the pieces "fit" into the dialogue.

The Activity

A taped dialogue appropriate for this technique generally totals 18 to 32 sentences of varying length. First, before playing the tape, the teacher tells the students to remember as much as they can, then students listen to the dialogue. After the students listen, the teacher distributes the printed dialogue with six to eight sentences whited out. The students try to fill in as much as they can, even one or two words or phrases. Experience has shown that it is important to have fun with the first step and give the students just one or two minutes to fill in the missing sentences. Otherwise, the students become discouraged because they did not remember everything. After all, the purpose of this step is to pique the students' curiosity about the dialogue and let them grasp the setting, characters, and main idea.

Next, the students turn their papers over. The teacher begins dictating the sentences one at a time in random order. After each sentence is dictated, a student writes the sentence on the board for correction. The class corrects mistakes on their papers. Focusing on each sentence provides scaffolding for the learner. First, it builds up student confidence as they see their correct work reinforced on the board. It also motivates the careless student to pay stricter attention to the assignment. Finally, it gives the slower student a chance to work hard on a small and manageable task, each sentence being another chance to do better than the last time.

If working with beginners, choose a couple of the easier sentences for the first items in order to build up confidence. When giving directions, the teacher explains that each sentence will be repeated at conversational speed; however, the students can ask the teacher to repeat the sentence as many times as they want. This ensures the students' emotional security when involved in a challenging learning task (Curran, 1976), while at the same time practicing listening comprehension as required in a real world conversation.

When all the sentences have been dictated and checked, the class turns over their papers and fills in the sentences in the blank lines. The teacher erases the sentences written on the board to ensure that students refer to their own papers. This motivates students to check their own work carefully during the dictation phase of the task. This step reinforces the listening skill with the writing skill a second time. Finally, students check their work by listening to the dialogue on tape to make sure they put the sentences in the correct order.

The lesson can continue with pronunciation exercises on reduced forms, with student-generated wh-comprehension questions or true/false statements, or with a dialogue extension completed by pairs and shared in small groups.

An Example

Written feedback from my students about the following recent lesson provides an example of how they processed the semantic relationship of the ideas structuring the discourse while filling in the blanks.

(1) Tom: What about singers, Liz? (2) Who do you like?
(3) Liz: Oh, I like lots of different ones. (4) I guess my favorite singer is Whitney Houston.
(5) Tom: Whitney Houston? (6) You must be kidding.
(7) Liz: Why? Don't you like her?
(8) Tom: No, I don't. (9) I guess her voice is okay. (10) I don't like her songs.

A number of students in a low intermediate class transposed sentences #3 and #9 before the listening check with the cassette. They explained that their first mistake was perceiving the person being addressed, ("Liz" in sentence #1) as the subject. Thus, they thought an opinion about Liz's voice was appropriate for blank #3. In addition, the students thought that since #7 was a question containing the verb "like," the answer would be #10, the sentence with the verb "like" in the declarative. However, after listening to the entire dialogue, they grasped that the sentences should be switched, and they understood how they had confused the two references.

The Benefits

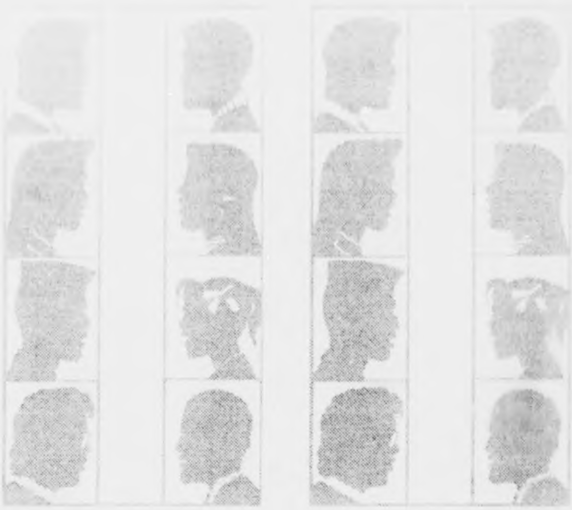
Reading, repeating, or memorizing a set dialogue does not guarantee a communicative classroom. However, the Conversation Puzzle technique uses a dialogue in a meaningful and communicative way. In addition, the pleasure of solving the puzzle through reasoning and calculation and predicting what sentence follows the cue makes this task fun for all ages and all levels. The activity is an opportunity for students to gain skill in demystifying what is to them a great mystery, the English language, through personal effort and, thus, own what they have often simply memorized.

Thanks to Susan Niemeyer for her helpful comments.

References

Curran, C. (1976). *Counseling-learning in second languages.* East Dubuque, Illinois: Counseling-Learning Publications.

Quick Guide
Key Words: Listening, Materials Design
Learner English Level: High Beginner to Adult
Learner Maturity Level: Junior High to Adult
Preparation Time: 10 minutes to white out selected lines and to photocopy
Activity Time: 30 to 40 minutes



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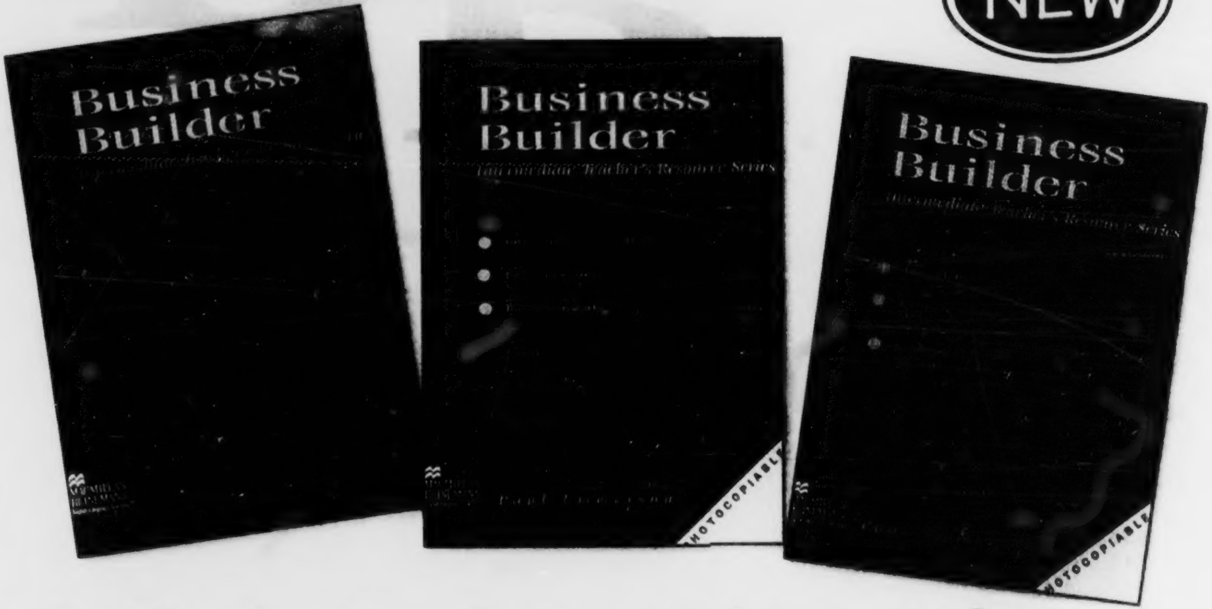
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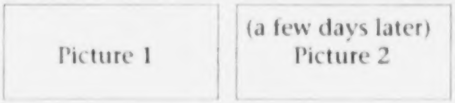
Picture Storytelling in the Eiken Test

Alan Jackson, *Kobe Shoin Women's College*

The intermediate-level Step 2 Eiken test is taken by over 350,000 candidates in Japan each year, many of them at high school or college. In this article I describe how some of my students have been practicing for one element of the test's oral interview—the picture story.

In this part of the test, students look at a sheet of paper with two pictures in narrative sequence and are instructed to "describe the situation in the pictures." The second of the two pictures is usually labeled with words such as "a few days later" to indicate the time relationship.

Figure 1: Eiken Step 2 Picture Story—Typical picture layout



When students attempt this part of the test without preparation, they frequently exhibit the following problems associated with the structuring and presentation of narrative:

1. Time: They fail to locate the two pictures in time and move in a confused way between present and past tenses.
2. Deixis: They rarely refer to the participants in the narrative in a consistent way.
3. Explicitness: They fail to cover all the important points in the story.
4. Imagination: They almost never go beyond what is clearly visible in the pictures.

As a result, without preparation they tend to produce stories such as this (from Session 1 "Without Preparation" see Table 1 below):

"She is in ... When she went at ... store ... she bought clothes ... 40 percent ... but ... she went to B store she ... what she bought ... 50 percent sale"

These problems probably arise for four reasons:

1. Long turns: Some students are simply not proficient, even in their native language, at organizing an extended monologue.
2. The nature of the task: Though the pictures are in narrative sequence, they are presented to students as picture-scenes in the here and now, and it is quite natural for students to begin using the present continuous tense to describe a scene in front of their eyes.
3. The presence of the examiner: As the examiner can see the pictures and clearly knows the story, test candidates often fail to tell the story explicitly.
4. Risk aversion: Testees rarely go beyond what is clearly visible in the pictures. They don't say when the scene in the first picture took place, as there is no indication; they identify the participants as "the man" or "the woman" instead of something more interesting like "the young college student" or "a tired office worker"; and they rarely mention how they think the participants feel or how the situation might develop in the future.

To overcome these problems, the teacher can alert students to features of story structure and story-telling technique that will apply to any picture story they encounter in the test. In other words, they can improve their ability to handle short narrative monologues in what Yule and Brown have called "transactional long turns." Helping test-takers with story structure in this way lowers the communicative stress of the task and frees up student attention for the job of finding appropriate vocabulary and grammar for the story content.

In the Classroom

In my first-year college classroom, as part of Eiken test practice I decided to bring the following points to my students' attention:

1. They should adopt the past tense for telling a narrative.
2. They should establish the time frame of the first picture using phrases such as "one day" or "last weekend," and link the two pictures with a time phrase such as "a few days later."
3. They should state clearly WHO was doing WHAT and WHERE in the first picture.
4. They should be imaginative and refer to story participants more elaborately than "a man."
5. They should refer to the participants' feelings or the results of the actions depicted.

The actual training was carried out in three thirty-minute training sessions in the language laboratory at four-week intervals. A different picture story from past Eiken Step 2 interview tests was used in each session and the students' production was recorded and scored according to the presence of key elements of structure or content. In each session, the students first attempted the story without preparation, then had ten minutes of instruction on the above-mentioned important aspects of story structure, and then recorded their stories again. The results were as follows:

Table 1: Eiken 2 Picture Story—Scores and Total Words "Without Preparation" and "After Instruction" (n = 18)

	Without Preparation Score	Without Preparation Words	After Instruction Score	After Instruction Words
Session 1 (Discount Prices)	49%	34	80%	55
Session 2 (Relieving Stress)	59%	37	80%	51
Session 3 (Volunteer Work)	68%	36	88%	54

Examples of Session 3 *Without Preparation* and *After Instruction* performances are as follows (same student as in the Session 1 example given above):

Without Preparation: "A young man and a young woman wanted to volunteer ... one day they found volunteer information in magazines ... they decided to take part in volunteer ... a week later ... he went a park and she caught garbage ... there are many people ... they feel happy"

After Instruction: "One sunny morning a young man and a young woman found information about volunteer work ... at phone ... they want to volunteer and they decided to take part in volunteer work ... a week later they went to nearby park ... there are many people ... they picked up garbage ... so the park is clear ... and they feel happy and comfortable because they did a good thing"

As might be expected, in any one training session there was an immediate improvement, both in quality (score), and quantity (words) of student production. What is more significant, however, is that the students' *Without Preparation* scores improved greatly, from 49% in Session 1, to 68% in Session 3. In other words, when confronted with a previously unseen set of pictures, the students could perform considerably better than before—perhaps enough to make the difference between passing and failing the test!

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Quick Guide
Key Words: Testing/Evaluation
Learner English Level: Pre-intermediate and Intermediate
Learner Maturity Level: High School to Adult
Preparation Time: 15 minutes
Activity Time: 3 x 20 minutes

Gimmick Activities

Christopher A. Medina, *Kagoshima Immaculate Heart University*

The *American Heritage Dictionary* defines the word *gimmick* as "an innovative stratagem or scheme employed to promote a project." After teaching in Japan for several years, I have realized that there are several reasons why students aren't able to more quickly improve their English. "Gimmicks" can help.

Below are three very successful, yet simple gimmicks I use in my classroom regularly. They help the students improve their English communication skills by tackling three of the students' biggest obstacles: perfectionism, shyness, and boredom. You may find these activities useful in your own classroom.

1. The Walk

One obstacle for many students is to become so concerned about grammar and making perfect sentences that they do not speak freely. The students think about what they are going to say so much that when they are ready to speak, the discussion has moved on to another point or the class is over. This activity practically forces the students to think about something else other than grammar while speaking—namely, where they are walking.

Preparation

As always, you first need to teach the students the target language skill (TLS) so that they can use it without reading it. When you feel the students are ready, place your classroom chairs and desks in a maze-like pattern. Pair the students and have the pairs stand in different places in the classroom.

Activity

Instruct the students to walk through the maze being careful not to touch any chair or desk. As they walk, they must use the TLS. Stress eye contact between partners.

Result

The idea is simple: The students will be thinking so much about not touching anything that they will not worry as much about, and certainly not focus on, their grammar. I have used this activity for over eight years, and I am amazed at how fluently the students speak English as they walk. Interestingly, even though they aren't focused on grammar and structure, sentences spoken by walking students contain very few errors.

Option 1: While maintaining the dialog, students can shake hands with other students as they pass them in the maze.

Option 2: The teacher can have the students change direction and walk backwards while continuing their dialog.

2. The Shout

Another obstacle is shyness and lack of confidence. Students lacking confidence in their English skills generally speak quietly even when asked to speak loudly. Getting the students to shout helps them realize that they are able to vocalize loudly, which in turn slowly builds confidence.

Preparation

After you teach the TLS, pair the students and have them stand across from their partners in two lines. At this point, there will be about one meter between the partners.

The Activity

Have both rows of students take two large steps backwards, opening up a gap of about four meters between the partners. Then simply have the students begin their TLS practice. Instruct the students to tell their partner to speak louder if they cannot hear. With a large class, this activity gets pretty loud, so make sure you don't bother others.

The Result

In the English classroom, the level of confidence seems to vary inversely to the level of inhibition: If my confidence increases 10 percent, inhibition decreases 10 percent. Shouting in a foreign language slowly drowns out the reservations one has toward talking in the foreign language. I have used this activity for several years and have seen shy students become more aggressive in their English use. This has made those students better equipped to speak voluntarily in discussions and aggressively debate simple problems.

3. The Puppet

The final obstacle is boredom. At the beginning of a new school year, I have seen freshman walk into class with the "Oh no, it's English class" attitude inherited from high school English classes that focused on entrance exams. This activity creates an enjoyable environment and dispels the myth that English is boring. It also helps with hearing and concentration.

Preparation:

After TLS instruction, pair the students and have one row of pairs face the other row of pairs, one partner standing behind the other. It will look like this:

Row 1 (puppeteers)	X X X X
Row 1 (puppets)	O O O O
Row 2 (puppets)	O O O O
Row 2 (puppeteers)	X X X X

The O student is the puppet, and the X student is the puppeteer. The dialog will take place between the X students.

The Activity

X will whisper to O what to say and how to say it. X will also move the body of O to create desired gestures. O students must maintain eye contact with their facing O counterpart, which means no looking at their partner. After a set amount of time, the partners will switch places and start a new dialog.

The Result

The students will understand the need for concentration, cooperation, and teamwork to make the conversation a success. The first time I did this activity the students found it a bit difficult, but after grasping the process, they enjoyed it very much. This is one of the students' favorite activities and I like it because it injects a fun and enjoyable facet of language learning not too often found in schools today.

Quick Guide
Key Words: Speaking
Learner English Level: all
Learner Maturity Level: all
Preparation Time: none
Activity Time: 5 to 30 minutes

Listening Training for the TOEFL

Andrew Obermeier, *Berlitz, Japan; Osaka Gakkuin University*

During Summer vacation, on a pilgrimage that testifies to the test's status, one hundred fifty Ritsumeikan University students cram for the Test Of English as a Foreign Language (TOEFL) from 9:00 a.m. to 5:00 p.m. for three straight weeks. A TOEFL score in the mid five-hundreds carries clout; immediately important to many students is the fact that high scores earn acceptance into major universities overseas. For university students who want to study abroad, the TOEFL is gatekeeper to transferable academic credit. English teachers, however, cannot lead students directly to the points they seek (Hamp-Lyons 1999). "Beating the test" is a misguided aim. I approach teaching the listening section as I would approach teaching walking. Listening scores can only be improved through extensive listening comprehension practice.

A course about a test as difficult as the TOEFL is doomed to generate low student morale. Students want to learn how to beat the test, but as they work with the questions they will be repeatedly reminded of the numerous aspects of the language that they do not know. In the listening section, an additional difficulty occurs: The material is not visible, and disappears as memory fades. Therefore, I try to structure activity to reduce dichotomous right-wrong patterns of discussion and lead the class toward considering all of the language involved in the passages, not just the snippets that lead to the right answers.

Before the course begins, students should be given the tapes, transcripts, and answer keys. (For the Listening Section of its TOEFL Course, Berlitz distributes its TOEFL tapes, transcripts, and answer keys to students before their course begins. Teachers using a commercial text can direct students to its transcripts, audio, and answer keys, easing them into the independent role the course structure requires.) Students begin the course with the understanding that each Listening class will require around one hour of preparation at home. This homework is to be done using the following steps:

1. Practice the test. Listen to the tape and answer the questions unassisted. Use the bubble answer sheets.
2. Repeat if desired.
3. Listen while reading the transcripts. Underline unknown words. Adjust answers where appropriate.
4. Re-read the transcripts. Look up unknown words in a dictionary.
5. Listen again, books closed, and adjust answers.
6. Check answers in the key; highlight any questions for the next lesson.

The listening homework is designed to gradually increase the comprehensibility (Krashen 1982) of the listening text. Students can deduce more meanings at each step. They will successfully solve many problems at step two; simply hearing the question a second time results in tremendous leaps in comprehension. After completing steps three and four, many more answers will become apparent. Reading along while listening utilizes their stronger reading skills to build aural capabilities by connecting what they hear and what they see. At step five, students know what answers they have chosen, and can act from memory, but this step is valuable because listening and answering "unassisted" will help build confidence, and reconfirm the memory of newly-learned items. Checking their answers in step six is invaluable, freeing the teacher from the role of sole bearer of knowledge

Considerable class time is freed by assigning mechanical listening tasks for students to do in their own time. Class work can be dedicated to student questions, explanations, or teaching specific skills. The presence of the tape is greatly diminished, opening the classroom to more interactive and normal discourse between teacher and students. In real life, very seldom will students be subjected to listening tasks like those seen in the TOEFL: The interlocutor is usually visible or interactive (as on the telephone), and the topic to be covered is understood before listening begins (Ur 1997). A two-hour class can cover about twenty Part A passages, two Part B dialogs, and two Part C lectures. I conduct class as follows:

1. Questions from students. Students will come to class with many questions, but getting them to ask these questions is challenging. A class driven by student questioning is worth working for, far more interesting to students and teachers than the lecture format the TOEFL leans us toward. I usually put students through long, awkward silences in the first few classes to bring about questions, but there are other viable ways to encourage students to take the initiative. Coercion here is good; it lets students off the hook: Asking questions is embarrassing, complying to a requirement is not. When the questions come, I am ready. Going through the transcripts before the lesson, predicting questions, and thinking of clear explanations and examples makes for smoother lessons. Also, students will miss important points when they question, and these should be brought to light.

2. Listen to the test problems with books closed; students answer in their own words.

3. Ask a variety of questions about each dialogue (Longheed 1997). On the practice tests, there is one question asked for each segment, but many more questions can be created.

4. Other class time should be allocated to focused practice of specific TOEFL skills as outlined in commercial test preparation books.

As teachers of test preparation courses, we risk being reduced to mere technicians. This is particularly evident in listening comprehension courses, where pushing play and rewind can fill too much valuable class time. If we shift our focus from "beating the test" to "advancing language proficiency," we return the test to its proper status, that of pedagogical tool.

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Quick Guide
Key Words: Testing/Evaluation
Learner English Level: Intermediate and above
Learner Maturity Level: University and Adult
Preparation Time:
Activity Time: two hours

Explications

Neil Robbie, Ferris University

This is an activity very similar to charades in concept, but following slightly different rules in that verbal clues are also permitted: e.g., using a large number of smaller words, giving the opposite word or an associated word, or giving the grammatical structure of the word. The main purpose of the activity is to generate alternative means of communication and the realization that even if a needed word is unavailable, there are other ways of communicating the meaning. Teachers may concentrate on film titles, book titles, or song titles, or a mixture of all three. For the examples in this article I have concentrated on film titles.

Aims

- To encourage awareness of alternative means of communication in the second language, such as paraphrasing, multi-word explanations, and gestures.
- To encourage awareness of the vocabulary for grammatical descriptions and structures, and the relation between content words and function words.
- To encourage awareness of syllabic structure.
- To encounter new vocabulary in an interesting context.
- To familiarize students with classic and contemporary film, song, or book titles in English for cultural awareness.(Titles of Japanese works may be used if they are in English.)

Preparation

Prepare a list of movie titles of (a) films from the last five years which students may or may not have seen and (b) classic films which students may not have seen, but which you want to familiarize them with for the sake of their general education (*Ben Hur, Gone With the Wind, The Third Man,* for example). If there are thirty students in the class, for example, prepare at least thirty and up to one hundred titles, depending on how long you want to continue the activity. The more titles that are used, the longer the lesson. For legibility, the list should be word-processed to about a size 12 font or bigger and then cut into individual strips.

Arrange students into groups of four to six; the papers will be exchanged among groups until all students have covered all the titles. If there are about five groups of four and two of five (thirty students), then with thirty titles, each group will be able to have six or seven rounds each.

Rules and strategies

If students do not follow the rules, the activity can easily break down. I would recommend spending twenty minutes or more explaining the rules before letting students start the exercise, and using plenty of examples to illustrate the strategies in action. The explanation itself can be quite exhausting, but when the activity begins the teacher will only have monitoring work to do; the students will be doing most of the work.

1. No Japanese or native language. The only language must be English. If the film is Japanese with an English title which uses Japanese, as in *The Seven Samurai*, then it is permissible to use Japanese (but the explicator still can't say the word itself, but may say "it is a Japanese word").

2. The words on the paper must not be said until they have all been guessed, but if one word is guessed it

should immediately be acknowledged by the explicator. When all words have been guessed, the explicator must show the paper to the guessers.

These are the most important rules, but if left at that the students will probably be lost. The following rules are really strategies and suggestions for communication which the students should be encouraged to use:

3. Gestures may be used as much as you want and in any way you want. For example, if you are explaining *Gone with the Wind* you may make blowing noises and windy gestures with your hands.

4. Antonyms may be used. For example, if the word is "gone," the student may say, "The opposite of this word is 'come.'"

5. Synonyms or approximate synonyms may be used. For example, if the word is "with," students might hint "together."

6. "Sounds like" words may be used. For example if the word is "life" the student may cup hands to his or her ear and say "sounds like 'wife.'" However, if the word is an exact homophone, then it may not be used. For example in *Ben Hur*, "her" is a virtual homophone of "hur," so the student should say "opposite of him" rather than saying the word directly. If the guessers get the word phonetically but are unsure how to spell it, it should be as if they have guessed the word. Later, they may be shown the paper to clarify the spelling and meaning.

7. Students may talk about the movie, book, or pop song, describing the story and giving the names of actors and actresses. This may make the activity go a lot quicker! For a greater challenge, this strategy can be omitted.

8. Students may give the grammatical status of the word. For example in *Gone With the Wind*, "wind" is a concrete noun, "with" is a preposition, "the" is a definite article. If the word is "gone" the student may say "'go' past participle." For this, the teacher might help the student by providing adequate vocabulary for the most frequent grammatical areas and writing it on the blackboard.

9. Students may also say whether the word is a content word or a function word. In *Gone with the Wind*, the first and fourth words are content words and the second and third are function words.

10. Students may give the number of words on the paper. In the case of *Gone with the Wind* this is four.

11. Student may give the number of syllables for each word. Again, in *Gone with the Wind* this is four. So the students may say "four words, four syllables." Before explicating, he or she may say "first word, one syllable." If students do not know about syllables, you will have to introduce this term.

12. Students can say whether the first letter or phoneme of the word is a vowel or a consonant. If the students have knowledge in these areas, they can give the more exact phonetic status of the sound, such as short vowel or long vowel, consonant, fricative, sibilant, labeodental, dental, alveolar and so on. For example, in *Gone with the Wind*, the first sound of the first syllable would be a velar vocalized plosive consonant. Obviously this applies only to students with a sophisticated knowledge of phonetics. However, if you are teaching a phonetics course the activity could be done on this basis alone.

Any of the above strategies may be emphasized or ignored as the individual teacher sees fit. It might be simpler to limit the activity to only four or five strategies, or the reader may have other original ideas for strategies to use.

Procedure

1. Introduce the activity by standing at the front of the class and telling students you want them to guess the name of a movie title. To give the example of a less challenging title, *Die Hard*, start by saying "film title: two words, two syllables." Then hold up one finger very clearly and say "first word." Here you might use the charade/gesture strategy and fall on the floor in imitation of death throes. If students don't get this, use another strategy, for example "sounds like" and point to your eye or yourself and try to elicit the word. Use other strategies until one student guesses the word. Then hold up two fingers and say "second word" one syllable. "It's an adjective which is the opposite of easy." Probably by now the students will have the whole title and should shout it out. If necessary, give another example. It's fun working out which strategy to use and changing strategies in turn. When the title has been guessed, turn the paper round and show it to the students.

2. Explain the rules and strategies. This might take some time, but should be done as thoroughly as possible, all the while giving examples. Write a simplified strategy list on the black board.

3. Tell students that if they don't know the title, it's O.K. The game can still be played if they have no idea about the film. Students may have seen the movie under a different Japanese title, so will be interested to know the English title. *Basic Instinct* is a good example of this as the Japanese title is completely different. (Actually, to tell the truth, I have never had a group successfully explicate or guess "instinct," but after trying they will eventually encounter the word, so this too is valuable.)

4. Count the students into groups. This is better than leaving students with friends as it mixes up the High and Low Input Generators (Seliger 1983) and puts the students in a situation where they may have to negotiate meaning with complete strangers. You might want to change desk arrangements to suit group work.

5. Give the paper slips to the students. Explain they MUST NOT show their slips to other students.

6. Tell students to choose a student to be the explicator first. When that student's word is guessed, another student becomes explicator.

7..When all the titles have been guessed, collect one group's titles and exchange them with another group's. Be careful not to repeat the same paper slips with the same groups and continually monitor to see this does not happen. Continue to do this until most groups have covered all the titles or interest flags.

8. Follow up activities may be to watch a section from one of the movies or to give a short lecture on one of the movies.

9. The activity may be repeated in a number of different contexts, for example book titles, song titles, verbs of motion, adjectives of emotion, proverbs, idioms or whatever the teacher may want to focus on.

References

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Quick Guide
Key Words: Communication strategies, Paraphrasing
Learner English Level: False Beginner to Advanced
Learner Maturity Level: High School to Adult
Preparartion time: about 60 minutes
Activity time: 30-60 minutes

Self-Assessment Forms

Sandra J. Smith, *Hiroshima Suzugamine Women's College*

When you're teaching oral English, you want to have a pretty good sense of your students' ability, performance, and interests in order to design lessons that will tap into their strengths and address their weaknesses in a compelling way. The large class sizes, of thirty, forty, or more, that many English teachers in Japan are faced with can frustrate these efforts. One method that I have used successfully to develop and maintain a personal rapport with individuals in larger classes is "Self-Assessment Forms." Used regularly, these forms can give a teacher some insight into each student's progress in the speaking class.

What are Self-Assessment Forms?

Self-Assessment Forms are short progress logs that each student writes at the end of each class. They are then handed in, and the teacher writes comments or responses before returning them at the beginning of the next class. (See Appendix A for a sample form.)

I use B5 size paper for the form, creating a grid horizontally across the page. I usually have four or five column headings, three of which are always "Date," "Student's Comments," and "Instructor's Comments." I deliberately keep the writing space for comments somewhat small, so that the time needed for responses does not exceed more than a minute or so per form. I vary the other headings from semester to semester and from class to class, depending on my aims. Some headings I have used are:

1. "Speaking Goals" and "Amount Spoken"—Students set a goal for the number of exchanges or turns in English at the beginning of the class, and write the actual number achieved at the end of the class. This second column could also be simply +, -, or = to indicate whether the goal was achieved or not. If numbers are used, it's important that students realize that accuracy is less crucial than awareness; in other words, don't fret about whether it was 8 or 9 or 10 exchanges.

2. "Grade"—At the end of the class students assign themselves A, B, C, or D for their speaking performance. If this column heading is used, it is helpful to give guidelines for each grade on the back of the form. For example, a grade of A might demand that the student have three or more exchanges in English with the whole class, ask the teacher two or more questions, and speak 95% English or better with a partner or small group.

3. "What Did You Learn?"—This column heading helps to focus students' attention on their increasing knowledge base as the class progresses. It can be used to record new vocabulary, sentence patterns, or ideas.

4. "Speaking Focus"—Students identify an area of their oral performance that they want to be aware of or try to improve in that class. It could be something as specific as "pronounce B and V sounds very carefully" or something more general like "try to speak longer." The "Student's Comments" column could then be used to remark on how well that goal was achieved.

Aims and Methods

When using Self-Assessment Forms with a class, I hope to achieve several goals:

1. *Get to know each student as an individual* rather than a name on a roll-call roster. In fact, I often use the Self-Assessment Forms in place of taking attendance; by calling the students' names from the forms and handing each form directly to its owner, I can connect names with faces much more quickly than by doing a regular roll call. In addition, I can quickly note which students are late or absent by which forms I have left over after returning them

2. *Receive feedback from each student* about how the class is going for them. The "Student's Comments" column is particularly useful for this, as students can remark on any aspect of the class they wish, or ask a question about something they didn't understand. While I like students to make comments about language learning, I don't complain if the students prefer to engage in a more personal dialogue in this space. However, I gently discourage wide-sweeping questions in the "Please tell me about Canada" genre.

3. *Give feedback to students* about their progress. I use the "Instructor's Comments" section to respond to the comments or questions written by students and/or to point out strengths or weaknesses that I notice in their classroom performance.

4. *Increase students' self-awareness* of their role in language learning. Weaning students from the notion that their learning comes solely from the teacher, and guiding them towards a critical self-assessment of their skills will help them develop into more successful and independent language learners.

5. Provide *opportunities for students' goal-setting*. Related to the above point, incorporating goal setting in the Self-Assessment Forms can not only give students more responsibility for their own learning, but it can also show the teacher what the students deem important, which can help with lesson planning.

6. Add a small amount of *reading and writing activity* to predominantly oral English classes. Self-Assessment Forms can offer a greater voice to quiet students in speaking classes and can reinforce or provide practice of vocabulary or structures used orally in class.

7. *Alert the teacher to problem areas.* In large classes, it is quite possible that, despite the teacher's best intentions, most of each student's oral production is missed as the teacher circulates among pairs or groups during the speaking practice. Self-Assessment Forms help the teacher identify and address individual student's errors in grammar, sentence structure, or vocabulary usage. In addition, aspects of the class that are not "working" for a particular student or group of students (for example, group dynamics, teacher's rate of speech, seating arrangement, etc.) quite often come to light in the Self-Assessment Forms.

8. *Informs final evaluation and grading.* The Self-Assessment Forms can be used as part of the students' grades for the class. I have done this in several ways. The easiest is to assign a specific percentage of the grade to the Self-Assessment Forms—I allot ten percent—and then tally the number of complete entries; absences can be counted against the grade or ignored, and entries that do not meet the course standards for communication can lower the grade. Another method is to turn this percent of the grade over to the student, with the final Self-Assessment Form entry being reasons why the student gave himself/herself that grade; the teacher can choose to raise or lower the grade depending on how well the reasons meet the predetermined standards. This method works best if, from the beginning of the class, one of the column headings has been "Grade" (see point #2 in the section "What is the Self-Assessment Forms?"). A third way is to assess whether the Self-Assessment Forms demonstrate progress towards specific course goals, such as speaking more often, use of certain structures or vocabulary, self-directed learning, and so on. This method is more subjective than the other two, and somewhat more difficult to measure.

Variations

One of the best aspects of the Self-Assessment Forms is its flexibility. You can use whatever you like as column headings, altering the focus to suit your goals for each class. Also, the title itself can be changed; for example, I have often called this activity "Participation Forms" in order to have students try to increase the quantity and quality of their in-class speaking turns.

Self-Assessment Form

Name:____________________________Student Number:___________

Date	Today's Speaking Goal	+ more - less = same	Student's Comments	Instructor's Comments

Another way that the form can be varied is to not use a paper form at all. Interaction between student and teacher can be carried out by email or an exchanged computer disk, for example. The teacher's challenge with email, of course, is to cap the amount of response and interaction time given each student; with large classes this can become too draining on a teacher's time and, sometimes, on emotional resources. A related idea is to use a cassette tape as the medium of exchange. Students do their self-assessment orally after the class, handing the tape in within twenty-four hours; the teacher then listens and responds by speaking directly onto the tape. This method is more difficult for the teacher to review quickly when assigning grades for the activity, so is best used for classes that are not evaluated in that way.

I began by emphasizing how useful this activity is for managing large oral English classes, but its effectiveness is equally apparent in smaller classes (where teachers will have the luxury of more time for detailed or frequent responses), or in reading, writing, listening, or content-bases classes. Almost any type or size of class can benefit from this efficient and easy way to develop regular contact between each student and the teacher.

Quick Guide
Key Words: Classroom management
Learner English Level: Advanced Beginner and above
Learner Maturity Level: Junior high school and above
Preparation Time: one hour to prepare form; fifteen to thirty minutes after each class for comments
Activity Time: twenty minutes for first explanation; five minutes at the end of each class

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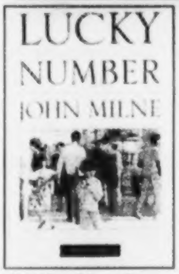
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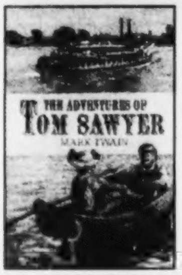
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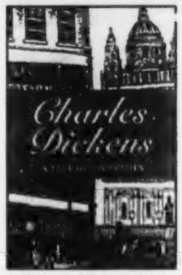
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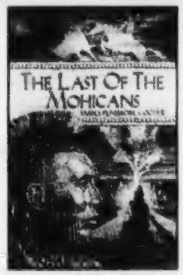
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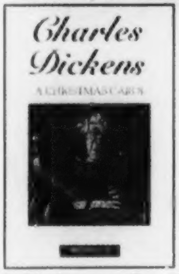
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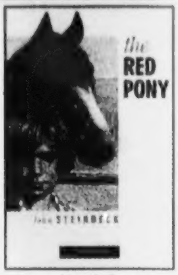
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Opinions & Perspectives

What's Wrong with Japanese English Teachers?に対する返事

Beniko Mason
International Buddhist University

TLT 1月号に掲載されたMike GuestさんのWhat's Wrong with Japanese English Teachers（日本人英語教師のどこが悪いのか？）という記事の題を見た時、てっきり、ネイティブスピーカー教員が日本人の英語教員の欠陥と弱点を批判した記事に違いないと思った。新たな不満は一体何なのだろうと意気込んで記事を読んだら、なんと、日本人教員をかばっている記事だったので、拍子ぬけした。しかし、読後、嬉しくもなかったし、同意もできなかった。

まず、日本人が中学高校を通して6年間も英語の授業を受けながら、読むことも、書くことも、話すことも、聞くことも、日常生活レベルでできないというのは、まさに、6年間の授業が失敗だという他はない。物理や天文学の授業を受けた学生が物理学者にならなかったり、明日の天気を予想出来なくても、物理や理科の教員は責められないのに、英語の教員だけ責められて、気の毒だというけれども、それは、あの人が出来ないのだから、私もできなくて良いと言っているのと同じである。生徒が物理の学者にならないにしても、物理を教えた教員は、義務教育で日本国民が活用できる知識として持たなければならないという程度の知識を生徒に教えることができなかったとしたら、それは、やはり、物理の教師も非難されるべきである。物理の授業にも問題があり、教授方法の改善が要求されなければならない。

若い経験のないネイティブの教員が日本の学校へやってきて、その学校でベテランの英語教員の教授方法を軽蔑し、新しい教授方法を伝授しようなどとは厚かましい、嫌がられても当然だとGuestさんは言うが、それは、その若いネイティブの講師の生意気なやり方に問題があるのであって、より効果の高い、効率の良い教授方法は、伝授するべきである。

違った状況で、ネイティブ教員の不当に失礼な言動には多くの日本人が不愉快な経験をしているのは確かである。しかし、それは、対人間の問題であって、英語教育改善という観念的な目標とはまた別である。批判されても、不愉快な思いを味わったとしても、間違いは正していかなければならない。

Guestさんの大学に入学してくる学生が、基本的な文法や基礎単語を修得しているからといって、現在の日本の英語教育はそれで良いなどと言ってもらっては困る。志望大学の入学試験に合格したい高校生は、塾や予備校へ行って、試験のために、英文法を数学の公式のように覚えて、単語を丸暗記して試験を受ける。そんな詰め込みの勉強は、時間とエネルギーの無駄であるばかりか、「結局、自分は英語を修得することができないのだ」という諦めにつながる。希望と夢に繋がらない学習なんか何のためにしなければならないのか？入学後、大学で英語をより良い方法で学習しないと、覚えた単語はほとんど忘れてしまう。大学での英語の授業なんか、ほとんどの場合若い青年の知性を馬鹿にした卑劣な授業が多いのだ。ドリルが好きな学生がどこにいるか？1ページに2時間も3時間もかけて辞書をひきながら訳していく英文訳読を好きな学生はいない。効果もなく、効率も悪いと分かり、学生も嫌がっている授業方法をまだ続けたら良いと主張するGuestさんの動機は一体何なのだろうと疑う。

文部省の指導要項には、いろいろ目標が書いてある。それが達成できていないのは、他にも理由はあるだろうが、一般的に言って、中学高校での教授方法が間違っているのと、教員の質が低いからである。教員の質が低いのは、大学で教員養成をしている大学教員の質が低いからである。子供たちは被害者で、その教育環境の中での不幸を少しでも取り除きたいと、多くの日本人の英語教員が、より良い教員養成に努力し、より効果があり効率の高い教授方法を調査研究して日夜努力しているのに、このままで良いなどという発言には驚くだけでなくて、憤慨した。高校教育の目標は、生徒に勉強の仕方を教えるだけのところではなくて、実際に、卒業後に、精神的にも物質的にも豊かな生活を楽しむための教養と技術を養成することにある。その目標に達したいので、日本人教員は努力しているのだ。

Guestさんは、日本人教員はそんなに悪くないと言って、理解のある優しい友人のように聞こえるけれど、親友というのは、一緒に理想を追及してくれる人のことなのだ。

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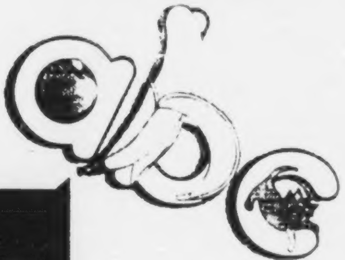

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A Chapter and SIG in Your Life

Mutual Benefits of Chapter and SIG Cooperation

Chapter Cooperation

A year ago, the March 1999 column was devoted to describing how neighboring JALT Chapters, such as those in the Tokyo metropolitan area, were finding ways to enhance professional development programs for their members by building partnerships and by joint sponsorship of area-wide events. Since that time, the Tokyo metro Chapters have hosted Guy Cook of the University of Reading, shared support for Dick Allwright as Kanto's JALT99 4-Corner speaker, jointly sponsored the Tokyo Metro Mini-Conference in December, held joint Chapter meetings, and started a co-chapter newsletter between West Tokyo and Yokohama. The exciting prospects for continued cooperation seem almost imperative based on the success thus far.

Chapter and SIG Cooperation

Perhaps as a hallmark of the maturity of JALT as a professional teaching association or in response to the constraints of a less-than-vibrant economy and shrinking membership, an equally important trend in intra-association cooperation is indeed noteworthy. JALT Chapters and Special Interest Groups are communicating and supporting each other, engaging in joint planning of events, and cosponsoring new opportunities for JALT members with increasing frequency and with apparent enthusiasm. It was not much more than a year ago that the general tenor of the discussion on JALT mailing lists and at Executive Board Meetings seemed to highlight the rivalry between Chapters and SIGs. A cacophony of arguments about inequalities in funding, the definition of JALT membership, and predictions of the demise of Chapters made for confounding voices until the reality of applied economics firmly put down its heavy foot. Competition, while providing valuable pressure for advancing into new territory, cannot replace the sustained growth brought on by cooperation.

Both Chapter and SIG officers now seem to more widely appreciate the mutual benefits that cooperation affords. Some of the major advantages of JALT Chapters and SIGs working together are shared staffing of events, increased publicity through use of both SIG and Chapter newsletters, benefits reaped from planning for and gaining experience in specific types of events or projects, pooling of resources (meeting locations, expertise, mailings, program brochures, photography and reporting), ability to tackle more ambitious events, such as one- or two-day conferences, joint financial support, and sharing of event proceeds.

Examples of Such Cooperation at West Tokyo Chapter

The West Tokyo Chapter has been fortunate to have been able to cooperate with various Special Interest Groups during the recent past and will do so again in the near future. We held the Second Annual Symposium on Bilingualism in Tokyo in cooperation with the Bilingualism SIG and hope to make it an annual event, drawing even wider participation. Our Chapter co-hosted the CALL SIG National Conferences in 1996 and 1998 and will be supporting CUE SIG as it presents the CUE Mini-Conference on May 20 and 21. Along with the Teacher Education SIG, we were sponsors of Andy Curtis, a Conference Institute Speaker at JALT99. The success of the recent Tokyo Metro Mini-Conference on December 5 was due to the essential and valuable cooperation between the Teaching Children SIG, the Junior/Senior High SIG, and our Chapter. The majority of mutual benefits mentioned above were achieved through cooperating for these events. In the future, we envision new types of events and projects where West Tokyo and its fellow Chapters can work together with JALT SIGs. We hope someday to participate in a multi-chapter themed retreat where the program would be created by supporting SIGs. Additionally envisioned, publication of teacher resource materials, research monographs, and mini-conference proceedings could be brought about through cooperation between SIGs and Chapters. Plans for a JALT Metro Tokyo Conference are in the early stages for either 2001 or 2002.

How to Encourage Cooperation

How can Chapters and SIGs go about building cooperative relationships? The most important step is the realization that the mutual benefits of cooperation are too great to overlook, hence the purpose of this article. Next, the groups need to start communicating. Every Chapter has both officers and active members who are supporting participants of JALT Special Interest Groups and the opposite is equally true. They should act as conduits to channel important communication between SIG and Chapter officers. Program and publicity officers for both groups should frequently contact each other for programming advice and to keep all informed of upcoming events. SIGs might appoint regional liaison officers to coordinate communication with specific Chapters, while Chapters could be encouraged to elect SIG liaison officers to improve communication and cooperative efforts especially where there are no local members directly involved in a specific SIG. Finally, working together starts to become second nature when there is a shared vision by the leaders of both Chapters and SIGs as to how cooperation can help them achieve the overall goals of JALT: the improvement of language learning and teaching in Japan.

David Brooks
West Tokyo Chapter Program Chair
Membership Secretary, Culture SIG (Forming)

The coeditors of this column encourage 800-850 word reports (in English, Japanese, or a combination of both) from Chapters and SIGs alike.

Departments

Book Reviews

edited by katharine isbell & oda masaki

Wallace & Gromit in The Wrong Trousers. Peter Viney and Karen Viney. Oxford: Oxford University Press, 1998. Video Guide: pp. 46. ¥1200. ISBN: 0-19-459030-5. Activity Book: pp. 63. ¥1500. ISBN: 0-19-459029-1. Video: ¥10,500. ISBN: 0-19-459027-5.

Do you love Wallace & Gromit *and* teach English? Then this video is a dream come true. However, for those of you who haven't met these two characters before—a brief introduction.

Wallace, the not-too-clever inventor and owner of Gromit the brilliant dog hero, lives in the north of England. The story begins when Wallace buys a pair of automated techno-trousers from NASA. Whilst useful around the house, the dangerous side of the trousers emerges when a penguin and wanted jewel thief, Feathers MacGraw, rents a room. Feathers uses the trousers to carry out a robbery with Wallace as the unsuspecting victim. Gromit, however, comes to the rescue and ultimately saves the day. Brilliantly animated with wonderful effects, the original film is a classic.

The English teaching version, which uses northern English dialects, adds a narrator to help students to follow the story. The video provides a good opportunity for students to encounter dialects they are unlikely to be familiar with, and none of my students found it difficult to follow. Culturally, it is a good insight into life in a northern British town. Teachers of students travelling to Britain may find this useful while others may find it a refreshing change from standard varieties of English.

Hours of English work based on the video are split into six five-minute sections in the wonderfully illustrated activity book. These sections contain activities for before, after, and whilst watching the video. In addition, there are vocabulary sections and useful transfer sections where language from the video is used in communicative activities.

Whilst the video and the activity book are superb, I did find the teacher's book a little disappointing. Much of its information is obvious to a teacher experienced in teaching with video, and I would recommend it only if you feel unsure about either using video or teaching English. Trying to appeal to as wide a range of students as possible, the book has additional suggestions for higher level classes, which I found mostly unrealistic or uninteresting. Another difficulty was deciding the level of the activities from vague statements like "the tasks in this version are at beginner level, but assume that at least a term's work has been covered" (Teacher's book, p. 4).

Nonetheless, with a bit of creativity and adaptation this video can suit a wide range of students and language needs, and for those looking for something to motivate junior high age students, I feel this is a must-buy. Of the three different level classes I tried it with—adult, elementary, and junior high—the junior high students loved it most and said they wanted to do the whole video. I also found the activity book particularly suited to their level. So, do you have a bit of spare cash? I recommend adding this to your resources. Wallace & Gromit will delight your classes for years to come!

Reviewed by John Grummitt
CESA English School, Chiryu, Aichi

Workout in English: A Reader-Workbook. Robert L. Saitz and Francine B. Stieglitz. Upper Saddle River, NJ: Prentice-Hall, 1998. pp. vii + 169. ¥2230. ISBN: 0-13-633868-2.

Workout in English is a text designed primarily for reading classes, although all the readings are accompanied by various spoken and written language exercises. The text is geared towards high-beginning/low-intermediate level students and is especially suitable for first- and second-year college students. I successfully used the book with first-year non-English majors in a class of approximately 50 students.

There are six units with each unit having a different theme. For example, while Unit One deals with languages and symbols, Unit Six is concerned with work and leisure activities. Every unit has three reading selections and numerous related exercises. The book as a whole, if not supplemented, could realistically be completed within the 24 to 28 ninety-minute class periods that typically make up a yearlong college course. Lack of material should not be a problem.

As with most reading texts, there are prereading, reading, and post-reading activities. The prereading exercises are a bit skimpy and do not always fully prepare students for the language introduced in the reading. Instructors may find the need to pre-teach vocabulary more than exercises in the book allow. The post-reading exercises are abundant, and teachers will have to be selective so as not to commit overkill at this stage. Nonetheless, I found the variety and potential of the activities to be the true strength of this text. They are never so overly structured that they become monotonous, and they can be easily adapted to a cooperative learning approach. Humor and creative writing post-reading activities provide a nice change of pace. Any extra activities can be used for homework assignments. The *Answer Key* and *Review Tests Package*, sold separately, can also be used fairly well in the post-reading stage since the review tests help to extend the target vocabulary.

The readings are suitable both in content and level for Japanese college students, although I would rate some of the content dull. In addition, they lack the authenticity of articles not intended for an ESL class. In an informal survey, the majority of my students described the content of the book as of average interest. They also felt that the text matched their language level. They enjoyed the interactive aspects of the book, which allowed them to work together on many activities either in pairs or small groups. Occasionally the layout of the text was confusing for them, and sometimes they did not understand the instructions for the exercises well, so teachers may need to provide additional instructions for some of the activities.

With almost no hesitation, I can recommend *Workout in English* for college English reading classes. On the negative side, I would like to have seen more vocabulary-based prereading exercises. The readings too, while timeless and of an appropriate level, could be more authentic and varied in type. Nonetheless, this text is quite useable. For teachers looking for a cooperative-learning atmosphere, this is a good choice. Cooperative learning is accentuated and there is solid integration of language skills in this reader-workbook.

Reviewed by John Nevara
Tottori University

Chambers Essential English Dictionary (CEED). Elaine Higgleton, Ed. Edinburgh: Chambers Harrup Publishers, 1995. pp. xiii-1,167. ¥3000. ISBN: 0-55010680-4.

The Chambers Essential English Dictionary (*CEED*) is one of a half dozen intermediate- to advanced-level learner dictionaries being sold in Japan. These dictionaries all claim that the entries are words that intermediate- to advanced-level EFL students might need and that the language used to define these words is simple with easy-to-understand sample sentences, making it rather difficult to distinguish one dictionary from the other. However, the *CEED* seems to meet the above criteria a little better than most of the other learner dictionaries.

The *CEED* has several features that I like: full sentence definitions, numerous synonyms and antonyms, usage notes, and phrasal verb information. All of these features are clearly displayed and identified in the first two pages of the dictionary. The layout of each entry is clearly divided, the usage notes are tinted, and the phrasal verb information is boxed.

The full sentence definitions provide more information to students than just a list of words as a definition. For example, "**Revise** verb: You **revise** something when you examine it again to check for faults and make changes to correct or improve it" (pp. 811-812). The usage notes are well thought out and provide useful information on language points that probably would not appear elsewhere. For the entry *drive*, this usage note was included: "You drive a four wheeled vehicle, but you ride a bicycle or motor bike" (p. 284). Short appendixes include formal and informal letter writing styles, a contextualized punctuation guide, and a list of common abbreviations. There are no study pages or worksheets in this dictionary.

Two aspects of the dictionary are worth mentioning. First, the 50,000 examples used in this dictionary are drawn from the British corpus, a 100 million-word database of written and spoken modern British English. Also, the dictionary's authors claim it is ideal to help students prepare for the Cambridge First Certificate in English. This exam, which is quite academic in character, also requires a good knowledge of idiomatic English as spoken in Great Britain. As a further example, the letters in the appendix are advertised as essential for the Cambridge Proficiency Exam. Needless to say, *CEED* would be helpful for students who are bound for one of the Commonwealth countries or who might take this exam.

As stated earlier, the feature that sets *CEED* off from other learner's dictionaries is its clear layout with no complicated abbreviated codes to understand. However, one small drawback is the 8-point print used throughout the text. 10- or 12-point print would have been much easier to read.

While I would recommend this dictionary for more advanced EFL students, especially those planning to go to England, I think there are other learner dictionaries better suited for intermediate- to advanced-EFL learners in Japan.

Reviewed by Gene Pleisch
Miyazaki International College

Intensive Care—The Story of a Nurse (an abridged Version). 『インテンシブ・ケア―ある看護婦のものがたり』 Echo Heron, Eds., 藤枝宏壽, Randolph W. Mann. 日本看護協会出版会, 1998年. pp. 108. ¥1,800. ISBN: 4-8180-0640-8 C3047.

最近の看護学校では、高校を卒業したばかりの女性という従来の典型的な看護学生像が年々崩れてきているように思える。大学や短大卒の学生、企業で働いた経験のあるものもいる。あるいは子どものいる既婚学生もいれば、男性もいる。

このように看護学生が多様化しているときにまさにタイムリーに出版されたのがこの『インテンシブ・ケア―ある看護婦のものがたり(Intensive Care—The Story of a Nurse)』である。これは、現役の看護婦、Echo Heronの著書、*Intensive Care—The Story of a Nurse*を原書とし、そこから6つの章をとりあげ、日本の学生向けに一部書き直したものである。小さな息子のいる26才の女性が大学の看護学部に入学してからの健闘ぶりが描かれている。

内容は、第1章では看護学部の合格通知を受け取ったときの喜び、第2章は看護学校1年目の厳しい勉強、実習のようす、第3章は1年目の産科実習で重症の妊娠中毒の女性が無事赤ちゃんを出産したときの感激を著わしている。第4章は看護学校2年目のICU（集中治療室）での自分の失敗談、第5章は正看護婦としての救命救急診療部でのエピソードで、ある大富豪夫人が末期の癌で緊急入院後たった4日間で亡くなってしまったできごとを、その夫との最期のようすを含め感激的に、そして情緒的に描いている。第6章では、自分の息子が気管支喘息の大発作で緊急入院したときのようすを記し、「患者の立場」からの看護の重要性を説いている。

この本には、医療の専門用語はもちろんであるが、看護婦

に必要な情報、教訓などが随所に盛り込まれ、実に盛りだくさんである。しかしながら、看護学校1学年の半年間の英語講読（1回100分、週一回、計15回）では、正直言って量的に多すぎたというのが印象である。グループワーク、ペアワークを取り入れるなど工夫をしてみたものの、6章すべてを終えることはできなかった。もう少し授業の進め方を考える必要があるかもしれない。

看護学生たちの反応は予想以上のものであった。とりわけ既婚学生たちの共感は大きかった。"Nursing school was a young women's game."という下りでは、彼らの何人かは大きくうなづいていたものである。英語学習ということ以上に彼らに与えた影響は大きかったのは確かである。

柳澤幾美
国立療養所東名古屋病院付属看護学校英語非常勤講師
愛知学院大学大学院文学研究科博士後期課程3年
Ikumi T. Yanagisawa
e-mail: ikumi@dpc.aichi-gakuin.ac.jp

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For Students

Course Books

Broadway, D. et al. (1994). **Situational English**. Tokyo: Nichibei-Nan'un-do.

Gitsaki, C., & Taylor, R. (2000). **Internet English: WWW-based communication activities** (student's, teacher's). New York: Oxford University Press.

Lee, L., Yoshida, K., & Ziolkowski, S. (2000). **J-Talk: Conversation across cultures** (student's, CD, teacher's). New York: Oxford University Press.

Shapiro, N., & Adelson-Goldstein, J. (1998). **The Oxford picture dictionary** (monolingual, English-Japanese, teacher's, beginning workbook, intermediate workbook, cassette). New York: Oxford University Press.

Culture

Shaules, J., & Katsura, H. (1998). **Culture riddles—America: Solving dilemmas in intercultural communication**. Tokyo: Nan'un-do.

Supplementary Materials

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). **Longman grammar of spoken and written English**. Harlow: Pearson Education Limited.

*Okanagan University College. (content ©1996-2000). **Alexis, the Encomium TOEIC test preparation system**. (CD Rom). Cincinnati: Encomium Publications.

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*Kitao, S., & Kitao, K. (1999). **Essentials of English language testing**. Tokyo: Eichosha.

*Kitao, S., & Kitao, K. (1999). **Fundamentals of English language teaching**. Tokyo: Eichosha.

JALT News

edited by amy hawley

This month, this column is dedicated to the Call for Nominations for the election of the following JALT National positions: Director of Program, Director of Treasury, Director of Public Relations, and Auditor.

As a newly elected JALT National officer, I would like to encourage all JALT members to take part in this year's election process. I often hear from JALT members that JALT National does not focus enough attention on the concerns of the Chapters and SIGs and that this will eventually lead to the extinction of JALT. I can understand why people may be concerned and one of the best ways to address those concerns is to get involved in the election process. Both people who run for office, as well as the voters, steer JALT on its future course. My advice to every JALT member is to nominate someone, voice your concerns to the candidates, and, most importantly, VOTE! You have every right as a member of JALT to choose who leads this organization. So, exercise your right.

What follows next is the Call for Nominations as submitted to me by this year's National Election Committee (NEC) Chair, Peter Gray.

Call for Nominations

Nominations are now open for the following JALT national officer positions:

Director of Program—Supervises the arrangements for the annual conference; plans special programs and workshops which will be made available to Chapters and SIGs.

Director of Treasury—Maintains all financial records; collects and disburses all funds of the organization; presents an account of the financial status of the organization.

Director of Public Relations—Coordinates JALT publicity; promotes relations with educational organizations, media, and industry; acts as liaison with institutional and commercial members.

Auditor—Inspects the status of JALT's business and assets; presents opinions to the Directors concerning JALT's business and assets; reports to the General

Meeting or to the concerned governmental authority concerning any problems with JALT's business and assets.

All terms are for two years beginning on January 1, 2001. Further descriptions of these positions can be found in the constitution and bylaws of JALT as published in *The Language Teacher* April Supplement: Information & Directory of Officers and Associate Members.

All nominees must be JALT members in good standing. To nominate someone (yourself included), contact Peter Gray in writing by letter, fax or email at 1-3-5-1 Atsubetsu-higashi, Atusbetsu-ku, Sapporo 004-0001; t/f: 011-897-9891; pag@sapporo.email.ne.jp. When making nominations, identify yourself by name, chapter affiliation and membership number, and include your contact information. Identify your nominee by name, chapter affiliation and membership number, and include his/her contact information. The deadline for nominations is May 31, 2000.

Candidates who accept their nomination will be asked to submit their biodata, statement of purpose, and a photo by June 10, 2000.

Anyone with further questions about the elections should contact Peter Gray at the numbers above.

今月、このコラムでは、次期JALT全国選出役員選挙の指名の案内をいたします。該当する役員は、企画担当理事、財務担当理事、広報担当理事、監事です。

新しく選出されたJALT全国選出役員として、私は全てのJALT会員の方が今年の選挙の過程に関わられることを望みます。たびたび会員の方から全国選出役員が支部、分野別研究部会に十分な意識を向けておらず、それがJALTの衰退を招くのではないかという話を聞きます。人々がなぜそのように憂慮しているのか、そして、これらの憂慮を解消する最良の方法の一つは、選挙に関わることだと考えています。候補者だけではなく、投票資格を持った皆さんもJALTの将来の道筋を決める力を持っているのです。全てのJALTの会員の皆さんへのアドバイスは、誰かを指名し、候補者へあなたの関心事を表明すること、そして、最も重要なのは、投票することです。皆さんは、JALTの会員として、誰がこの組織を導くべきかを選ぶ全ての権利を有しているのです。その権利を行使してください。

以下の候補者指名は、今年度の選挙監理委員長Peter Grayまでお願いいたします。

候補者指名

候補者指名は以下の全国選出委員について受付中です。

企画担当理事：企画担当理事は、年次大会の準備を監督し、支部や分野別研究部会のために特別なプログラムやワークショップを企画する責任を持つ。企画担当理事は企画委員会の議長をつとめる。

財務担当理事：財務担当理事は、すべての経理記録を管理し、本会のすべての資金を収集し、配分する責任を負う。また通常総会において本会の財務状況の報告を行う。財務担当理事は、財務委員会の議長をつとめる。

広報担当理事：広報担当理事は、本会の広報活動を統括し、他の教育団体、報道機関、産業界との交流を促進し、本会と賛助会員との連絡役をつとめる。広報担当理事は、渉外委員会の議長をつとめる。

監事：JALTの活動を監査し、評価する。理事に意見を述べる。この法人の業務又は財産に関し不正の行為又は法令若しくは定款に違反する重大な事実があることを発見した場合には、これを総会又は所轄庁に報告する。

これら全ての役員の任期は2年で、2001年1月より始まります。詳細は、英文または4月のThe Language Teacher年報をご覧ください。

Bulletin Board

edited by david dycus and kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a paragraph format and not in abbreviated or outline form.

Call for Papers: *JALT Hokkaido 17th Annual Language Conference*—The JALT Hokkaido 17th Annual Language Conference will be held in Sapporo on Saturday and Sunday, June 10-11, 2000. The Hokkaido Chapter invites you to submit papers, in English or Japanese, on any aspect of language teaching in Japan. Presentation blocks will be 45 minutes and all equipment needs must be specified. If you have a preference for presenting on Saturday or Sunday, please indicate. Please check with the JALT Hokkaido homepage http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/ for detailed formatting instructions of the abstract, name, contact information, title, and biographical data. Japanese papers should have an English summary attached. If possible, English papers should have a Japanese summary attached. The deadline for submitting papers is March 1, 2000. All abstracts must be submitted by email to Don Hinkelman, Conference Program Chair; hinkel@sgu.ac.jp.

投稿募集: JALT北海道第17回年次大会—JALT北海道第17回年次大会が2000年6月10日(土)~11日（日）に札幌で開催されます。北海道支部では日本における言語教授のあらゆる側面に関する英語、又は日本語の論文を募集いたします。発表は4 5 分で使用機材は事前に指定する必要があります。発表の曜日の希望がある場合には明記して下さい。要旨に関する詳細は、JALT Hokkaido homepage <http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/> をご覧下さい。日本語論文は英語要旨を添付してください。もし可能なら英語論文も日本語要旨を添付してください。提出先、詳細は英文の連絡先をご参照ください。

The Language Teacher* Staff Recruitment—*The Language Teacher needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to William Acton; JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp.

TLTスタッフ校正担当者募集: TLTでは、英語の校正担当者を募集しております。資格は言語教育経験を持つJALTメンバーで、日本に在住し、ファックス、電子メール、および、Macintosh fileを加工することができるコンピューターを持っていることです。担当者は、毎月数時間を校正作業やオンラインやオフラインの会議のため時間を使うことになります。詳細に関しては、英文をご参照ください。

Special Interest Group News • 研究部会ニュース

edited by robert long

Interested in learning more about your SIG? Please feel free contact the coordinators listed after this column.

ご自分の部会の活動等についてお知りになりたい場合にはコラム後に掲載のコーディネーターまでご連絡ください。

If you missed the last issue and are interested in cross-cultural behavior and intercultural communication, please contact David Brooks. He is forming a new Special Interest Group on this area and its impact on language learning. David Brooks is at Kitasato University, 1-15-1 Kitasato, Sagamihara, Kanagawa 228-8555; t: 042-778-8052(w); f: 042-778-9233; dbrooks@tkb.att.ne.jp.

異文化環境における行動とコミュニケーションに興味のある方で、前号の会報を逃してしまった方は、David Brooks（連絡先は英文参照）までご連絡ください。現在この分野での研究部会の設立を目指しております。

Regular Announcements

OLE—OLE NL 15 is now issued, containing its statement of purpose in four languages, extensive JALT 2000 submission information, an idea file, the coordinator's 1999 report, and publishers' information. OLE will organize the Matsuyama Chapter April 9, 2000 meeting. There will be four presentations by Professors Chi, Kamie, Kurihara, and Toriishi about the teaching of the four languages (Korean, German, French, and Spanish) in four different teaching contexts, i.e. national university, college, private university part-time, and private classes, and with four different teaching methods, i.e., textbooks, computers, culture learning and conversation. Anyone interested is cordially invited. Of course, we can also organize similar workshops in other parts of Japan. For information call the coordinator.

OLEは、先に会報第15号を発行。掲載内容は、4カ国語による設立趣意書、JALT2000年次大会への参加案内、アイディア集、コーディネーターからの1999年の活動に関する報告及び新刊情報など。OLEは2000年4月9日に松山例会を企画。興味をお持ちの方は是非ご参加ください。もちろん同様の企画を国内の他の都市で行なう用意もあります。詳細はコーディネーターまで。

FLL—The FLL SIG is pleased to announce that new members have come forward to act as Treasurer, Membership Chair, and Webmaster in the SIG. We are working on ways to continue to increase membership and become more active in 2000. We look forward to your input, and thank you for your support in a year that looks most promising for the FLL SIG.

幸いにも新入会員が役員として立候補してくださいました。2000年はこれまで同様、会員数の増加と活発な活動を目指しております。ご意見とご協力をお願いいたします。

CUE—*ON CUE*, the journal of the CUE SIG, requests submissions of articles in the following categories. Features: APA referenced articles with a focus on language education and related issues at tertiary level of up to 2000 words. From the Chalkface: classroom applications, techniques and lesson plans, usually up to 1000 words. Reviews: reviews of books, textbooks, videos, presentations/workshops, TV shows, films up to 600 words. Cyberpipeline: descriptions of websites that might prove useful for language teaching and professional development; length depends on how many sites are reviewed. Opinion and Perspective: 650 words max.; point-counterpoint articles are possible. Focus on Language: asking and answering common questions about language that are of interest to teachers and learners, up to 250-600 words. Length guidelines are flexible. If you have an idea or a specific proposal, don't be afraid to contact the editor, Michael Carroll.

大学外国語教育部会の会報「ON CUE」では、特集記事、授業指導案紹介、書評、ウェブサイト紹介等様々な記事の投稿を募集しております。詳細は、編集長Michael Carrolまで。

Teacher Education—*Weekend Action Research Retreat: Teacher Autonomy, Learner Autonomy* in British Hills, Fukushima. When? Saturday April 22-Sunday April 23, but try to arrive Friday evening if you can. A series of participant-centered workshops on action research, led by Andy Curtis from Hong Kong, and in association with JALT's Teacher Education and Learner Development Special Interest Groups. Workshops will be geared to people both new to action research and familiar with action research. There will be plenty of time and chances for pair and group discussions, as well as plenary sessions, informal networking, and socializing. Sessions will include such themes as doing classroom-based/action research in classrooms in Japan; identifying areas for exploration and change; designing and conducting research studies; working with classroom data; designing ways of collecting, analyzing and presenting such data; and writing about AR and sharing with a wider audience.

4月22日、23日の両日、「教師の自立、学習者の自立」をテーマにアクション・リサーチ会合をBritish Hills（福島県）にて開催します。

Pragmatics—The Pragmatics forming SIG newsletter *Pragmatic Matters* (No.2) has been issued. This issue includes an interview with Masako Hiraga, feature articles by J D Brown and others, research watch, conference watch, book and web watch and more! Join the Pragmatics forming SIG or subscribe to the newsletter. Contact the membership co-chairs, Eton Churchill (eton_c@yahoo.com) or Yuri Kite (ykite@gol.com). For more information, contact the coordinator Sayoko Yamashita (yama@cmn.tmd.ac.jp) or t/f: 03-5803-5908.

For SIG Coordinators, please send your reports by email, long@dhs.kyutech.ac.jp or by fax: 093-884-3447. Thank you.

SIG Contact Information

Bilingualism—Peter Gray, t/f: 011-897-9891(h); pag@sapporo.email.ne.jp
Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); elin@gol.com
College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp
Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); kcates@fed.tottori-u.ac.jp
Japanese as a Second Language—Stacey Tarvin Isomura; stacey@gol.com
Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); barrym@gol.com
Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp
Material Writers—James Swan; t/f: 0742-41-9576(w); swan@daibutsu.nara-u.ac.jp
Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w); haig@nagoya-wu.ac.jp
Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com (English); elnishi@gol.com (Japanese)
Teacher Education—Lois Scott-Conley; lois.scott-conley@sit.edu
Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); lyoffe@edu.gunma-u.ac.jp
Video—Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com; or januzzi@edu00.f-edu.fukui-u.ac.jp
Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp
Gender Awareness in Language Education—Cheiron McMahill; t: 81-270-65-8511(w) f: 81-270-65-9538(w); cheiron@gpwu.ac.jp

Forming SIGs

Pragmatics—Yuri Kite; ykite@gol.com; Eton Churchill; PXQ00514@nifty.ne.jp; Sayoko Yamashita; t/f: 03-5803-5908 (W); yama@cmn.tmd.ac.jp
Applied Linguistics—Thom Simmons; t/f: 045-845-8242; malang@gol.com
Cross-cultural Behavior & Intercultural Communication—David Brooks; t: 042-778-8052(w); f: 042-778-9233; dbrooks@tkb.att.ne.jp

Chapter Reports

edited by diane pelyk

Ibaraki: November 1999—*Reflection Diaries* by Watanabe Mayumi. The presenter discussed the practice of using reflection diaries in general English courses. According to Watanabe, reflection diaries can help raise the students' consciousness to the necessity of actively participating during class time. They also offer the teacher valuable information regarding students' learning difficulties, impressions of the activities, vocabulary expansion, and students' preferences. The reflection diary is a more useful way of focusing on and learning about individual learners than standardized questionnaires. Participants at this presentation were encouraged to discuss the possibility of using reflection diaries in their own classrooms. Depending on the level of students, these diaries can be written in either English or Japanese. For lower level students, Watanabe believes that reflection diaries have more impact if they are written in Japanese because such students are able to express themselves without language restrictions and can honestly reflect on their language learning strategies.

Reported by Neil Dunn

Kitakyushu: November 1999—*Home-Grown Texts* by Malcolm Swanson. The presenter began by having the audience divide itself into those in favor of and those opposed to textbooks. The groups then brainstormed the advantages and disadvantages of commercially published textbooks. Advantages included giving students a sense of organization and accomplishment, whereas disadvantages included the closed nature of most activities and the sameness of the layout unit after unit.

Swanson then introduced the notion of a homemade textbook printed in a ring binder format. Such a text allows for spontaneity, adaptability to student abilities and interests, student input in syllabus planning, inclusion of timely materials, and a ready-made, clear-cut assessment resource. The remainder of the presentation was devoted to a discussion of how to avoid plagiarism, collaboration, and the factors to be considered when setting a textbook price.

Kitakyushu: December 1999—*Designing Interactive Gambits* by Robert Long. Long was first attracted to DiPietro's notion of strategic interactions as a way of combating teacher and student boredom. He found that such interactions helped develop student confidence, fluency, linguistic accuracy, and four types of pragmatic competency, namely self-orientation, socialization, problem solving, and conflict resolution. The method provides context for language in order to help students develop a personal grammar (the grammar they feel the need for in order to express themselves).

In his own EFL classroom in Japan, Long arranges students in long lines of pairs so they can quickly change partners to gain additional practice without numbing repetition. In step one, a student exchanges worksheets with her partner who will then record her comments regarding various opinions, questions, and observations which are read aloud. Step two builds fluency as students respond to the same questions and comments in shorter and shorter periods of time, ultimately without reference to notes. Step three introduces the constraints of particular settings, attitudes, and prompts. Finally, step four involves a consolidation of the student-corrected grammar found on the worksheets, formally or informally, by the teacher.

Both reported by Margaret Orleans

Nagasaki: December 1999—*The Beginnings of English Education in Japan* by Brian Burke-Gaffney. The presenter closed out the millennium by tracing the arc of English language usage and education back to its beginnings in the Nagasaki of the Edo and Meiji Periods. Burke-Gaffney explained how the initial period of contact with foreign languages and cultures was characterized by fears of aggression and a hesitant embrace of trade connections with the outside world. He described how the Portuguese penetrated society at a local level in the 16th century, leaving scores of loanwords before their combination of Christianity, trade, and political influence was brutally suppressed. He then described the succession of the Protestant Dutch as being of minimal linguistic importance, mainly because the Dutch agreed to confine themselves to trade and were in fact physically confined to the prison island of Dejima next to Nagasaki port, making most informal exchanges impossible.

The arrival of a British ship during the Napoleonic wars in 1908, followed by American Commodore Perry's "Black Ships" in the 1850s, ended the *sakoku* period of closure, while demonstrating in a vivid manner the need for the government to encourage English studies in order to deal with a threatening outside world. Burke-Gaffney went on to outline subsequent ups and downs in the troubled relationship between the English-speaking world and Japan, through the days of foreign enclaves and extraterritorial laws, industrial modernization, World Wars, the American Occupation, and into the test-based mania of the *juken* period. He closed by expressing a hope that the new millennium will see us on the threshold of a new period of English studies and motivation.

The Nagasaki Chapter welcomes members and non-members alike in 2000. For a copy of our monthly email newsletter, contact us at allan@kwassui.ac.jp.

Reported by Tim Allan

Nagoya: November 1999—*Using Timed Conversations* by Brad Deacon. Many teachers are constantly searching for new ideas on how to get their students talking more freely and developing their language abilities. Deacon's approach involves EFL university students engaging in timed conversations with several different partners. At the beginning of their course, students are encouraged to speak to their classmates up to a minute using freely chosen topics. The time is gradually increased, so that by the end of the course students are able to converse comfortably for over five minutes or more. Since conversation involves more than merely chatting, Deacon also gives students activities that practice discourse skills such as opening and closing, asking for clarification, turn-taking, and turn-giving.

This approach has many advantages. All students are speaking English at the same time and therefore feel less intimidated by the activity. Building up to longer conversations over time also helps students become more aware of their progress. Because topics are selected by students, interest and involvement is more easily sustained. The teacher is free to circulate, monitoring performance and making notes on weaknesses to be dealt with in subsequent lessons. Timed conversations also help contribute to the social atmosphere of the classroom, as they require students to converse with a number of different partners, rather than working in cliques. Deacon asks his students to keep a journal detailing their reactions to timed conversations. Many of them have reported increased confidence and pleasure in speaking English.

Reported by Bob Jones

Chapter Meetings

edited by tom merner

Fukui—***Increasing Involvement and Motivation in Conversation Classes*** by Richard Walker, Pearson Education Japan. The aim of this workshop will be to show that it is possible to motivate and teach communicatively, even in large classes. Activities and techniques will be taken from new materials from Longman, appropriate for junior high school students through to adults. *Sunday March 12, 14:00-16:00; Fukui International Activity Plaza.*

ロングマンの新教材を使って大クラスでもうまく動機付けをしながらコミュニカティブに指導する方法が学べるピアソンエジュケーションによるワークショップ。参加費無料。

Fukuoka—***A Crash Course in Teaching Public Speaking*** by Dennis Woolbright, Seinan Women's Junior College. This dynamic presenter will demonstrate his method of teaching public speaking which allows for student autonomy while integrating the teaching of the four skills. The process also includes teaching emotion, rhythm, gestures, intonation, stress enunciation, and a chance for the students to do research and yet express their own original ideas. *Sunday March 19, 14:00-17:00; Aso Foreign Language College (see map on Fukuoka's website); Contact: J. Lake, j@bamboo.ne.jp; Bill Pellowe, t: 092-883-3688.*

作家であると同時に教師でもあるマイケル・ヘスラー氏が、「完全公開：短編小説の創作と出版の方法」という題目で、実践的な示唆に富むワークショップを開催します。

Hokkaido—***Full Disclosure: Writing and Publishing the Short Story*** by Michael Fessler, an American writer and teacher, whose work has appeared in such journals as *New Orleans Review, Kyoto Journal, Atlanta Review, Modern Haiku, Hawaii Review, Ikebana International, Wingspan,* and many others. *Sunday March 26, 13:00-16:00; HIS International School; 1-55, 5-jo, 19-chome, Hiragishi (5 mins from Sumikawa Station); one-day members 1000 yen.*

Kanazawa—***Evaluation of the New Gakushushidou Yoryo (Mombusho Revised Course of Study) from the Perspective of SLA Theory*** (in Japanese) by Yamato Ryosuke, Hokuriku University. The speaker will discuss how SLA theory is reflected and utilized in the new course of study. His discussion will include the role of attention and awareness in SLA, language learning strategies, and the new roles required of language teachers. *Sunday March 19; Shakai Kyoiku Center (4F) 3-2-15 Honda-machi, Kanazawa; one-day members 600 yen.*

Kitakyushu—***Aliens in University Language Teaching Programs*** by Daniel T. Kirk, Prefectural University of Kumamoto. Mr. Kirk will speak about the labor situation at the Prefectural University of Kumamoto, how the teachers have organized, and are now standing up to the biggest employer in the prefecture: the Kumamoto Prefectural Government. *Saturday March 11, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

熊本県立大学の労働条件に関する講演です。教員がどのように団結し、県で最も有力な雇用者である熊本県庁に対して、今どのように立ち上がっているかが語られます。

Matsuyama—***IT BE BAD: An Introduction to Black English for Language Educators*** by Kathleen Yamane, Sapientia (Eichi) University. The recent controversy regarding the status and teaching of Ebonics in the Oakland schools has sparked a renewed interest in the subject of black English vernacular. Following a general discussion of variation in language, this workshop will explore the linguistic features of BEV, aiming to give teachers a clearer overview of the nature of language. No prior knowledge of linguistics is necessary. *Sunday March 12, 14:00-16:30; Shinonome High School Kinenkan 4F (On Ropeway Street near Matsuyama Castle); one-day members 1000 yen.*

Miyazaki—***Individualized Improvement-based Grading*** by Russell Fauss, Miyazaki International College. The presenter will explore individualized improvement-based grading as a viable alternative to the traditional criterion or norm referenced methods, and show how he organized and used such a grading system in a college-level English course. *Saturday March 25; Nobeoka City; time and place to be announced.*

Nagasaki—***Maximizing Involvement, Motivation, and Self-Expression*** by Richard Walker, Pearson Education Japan. This double presentation will look at ways of involving and motivating students, and teaching oral communication classes effectively. We will then go on to explore methods and materials that can be used to teach and enhance self-expression skills. The presentation is designed to be relevant to teachers at high school through university, with examples taken from new materials from Longman. *Saturday March 11, 13:30-16.30; Nagasaki Shimin Kaikan; free for all. This is a commercially sponsored presentation.*

Nara—***Japan and Its Culture in the ESL/EFL Classroom*** by David Stepanczuk. The presenter will share his experience of designing an ESL course about Japan and its culture, collecting topical and contemporary material himself and assigning students to write original material. *Saturday March 11, 14:00-17:00; Tezukayama College (Gakuenmae Station).*

Niigata—***My Share***. At this month's meeting attendees will have the opportunity to ask questions and raise concerns they currently have about their own teaching, just in time for the start of a new school year. All are welcome to contribute ideas, and suggest ways they have successfully handled similar problems. After the exchange there will be a goodbye pot luck party for Niigata's 99 Program Chair, Will

Flaman. Please bring a dish or drink for the pot luck. *Place and time to be announced.*

Omiya—*Listening Skills, Involvement and Motivation in Large Conversation Classes* by Richard Walker, Pearson Education Japan. In this workshop, we will first look at the ways students can develop the listening skills they need to succeed in real-world listening outside the classroom. We will then explore how we can motivate our students and teach communicatively, even in large classes. Activities and ideas will be taken from new materials from Pearson Education, appropriate for junior high students through adults. *Sunday March 19, 14:00-17:00; Omiya Jack (near Omiya JR Station, west exit); free for all.*

大人数のクラスで、生徒に意欲を持たせながら、実社会でも通用する聴解力を、コミュニカティブに教える方法をピアソンエジュケーションの教材を参考に紹介します。

Tokyo—*The Art of Storytelling* by Steven Morgan, Keio University and others. Storytelling is a greatly valued art in many cultures, and English speaking cultures are no exception. A significant amount of general daily conversation relies on recalling and describing events, actions and interactions, in short stories. This workshop explores a variety of storytelling activities that can be used to spark the imagination of students in reading, writing, or conversation classes. *Tuesday March 28, 18:30-21:00; Sophia University (Yotsuya Stn), Room 9-252.*

日常会話の大部分が過去のできごとを物語るということに注目し、学生の想像力を刺激するような様々なストーリーテリングを取り入れたアクティビティーを紹介します。

Yamagata—*Using the Internet to Teach English as a Foreign Language* by Paul Snookes, Yamagata University. This presentation will give attendees an opportunity to learn about the many ways in which the Internet can change the way nonnative speakers of English can communicate and find information. Opportunities to ask questions and also have hands-on experience with the Internet is provided. *Sunday March 5, 13:30-15:30; Snookes' Study at the Education Department of Yamagata University; one-day members 500 yen.*

Yokohama—Regular monthly meeting; the program will consist of short presentations by local members, followed by a social gathering in a nearby restaurant for those who wish to join in. *Sunday March 12, 14:00-16:30; Gino Bunka Kaikan, 6F, in Kannai.*

支部会員数人による講演を行った後、近隣のレストランでの懇親会を催します。

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp .

Akita—Suzuki Takeshi; t: 0184-22-1562; takeshis@mail.edinet.ne.jp

Chiba—Bradley Moore; bmoore@jiu.ac.jp

Fukui—Maurice L. Splichal; t/f: 0776-66-6833; maurice@fukui-nct.ac.jp

Fukuoka—Kevin O'Leary; t: 0942-32-0101; f: 0942-22-2221; oleary@oleary.net; http://kyushu.com/jalt/events.html

Gifu—Paul Doyon; t: 058-329-1328, f: 058-326-2607; doyon@alice.asahi-u.ac.jp

Gunma—Wayne Pennington; t/f: 027-283-8984; jk1w-pgtn@asahi-net.or.jp

Hamamatsu—Brendan Lyons; t/f: 053-454-4649, bren@gol.com

Himeji—William Balsamo; t: 0792-54-5711; balsamo@kenmei.ac.jp

Hiroshima—Joy Jarman-Walsh; t:082-878-9931; jjarman@pent.yasuda-u.ac.jp

Hokkaido—Ken Hartmann; t/f: 011-584-7588; rm6k-htmn@asahi-net.or.jp; http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/

Ibaraki—Neil Dute; t/f: 087 851-3902; canstay@niji.or.jp

Kagoshima—Sophia Shang; t: 0995-43-1111; f: 0995-43-1114; shang@kwc-u.ac.jp

Kanazawa—Bill Holden; t: 076-229-6140 (w), 229-5608 (h); holden@nsknet.or.jp; http://www.jaist.ac.jp/~mark/jalt.html

Kitakyushu—Chris Carman; t: 093-603-1611 (w); 592-2883 (h); carman@med.uoeh-u.ac.jp; http://www.seafolk.ne.jp/kqjalt/

Kobe—Brent Jones; t/f: 0797-31-2068; bjones@gol.com

Kumamoto (Affiliate Chapter)—Andrew Shaffer; t: 096-339-1952; andmirs@try-net.or.jp

Kyoto—Ishikawa Katsumi; t: 075-581-3422; f: 593-6988 vivid@mbox.kyoto-inet.or.jp

Matsuyama—Robert Oettel; t: 089-941-4136; f: 089-931-4973; oettel@shinonome.ac.jp

Miyazaki—Sylvan Payne; t: 0985-85-5931; f: 0985-84-3396; spayne@miyazaki-mic.ac.jp

Nagasaki—Tim Allan; t/f: 095-824-6580; allan@kwassui.ac.jp; Shiina Katsunobu; t/f: 095-861-5356; nob-shiina@pop16.odn.ne.jp

Nagoya—Claire Gelder; t: 052 781 0165; f: 052-781 4334

Nara—Larry Chin; t: 0745-73-5377; f: 0745-73-2453; lschin@gol.com

Niigata—Robin Nagano; t/f: 0258-47-9810; robin@vos.nagaokaut.ac.jp

Okayama—Peter Burden; t/f: 086 293 3545; burden-p@osu.ac.jp

Okinawa—John Dickson; t/f: 098-893-7557; dickson@southernx.ne.jp

Omiya—Okada Chikahiko; t/f: 047-377-4695; chikarie@orange.plala.or.jp; Mary Grove; t: 048-644-5400; grove@tuj.ac.jp

Osaka—Nakamura Kimiko; t/f: 06-376-3741; kimiko@sun-inet.or.jp

Sendai—John Wiltshier; t: 0225-88-3832; BXU01356@niftyserve.or.jp

Shizuoka—Dean Williams; t: 0543-66-1459; deanw@iris.dti.ne.jp

Shinshu—Mary Aruga; t: 0266-27-3894; mmaruga@aol.com

Tochigi—Jim Chambers; t/f: 028-627-1858; JiMiCham@aol.com

Tokushima—Nora McKenna; t: 0886-41-4980(h); 0886-65-1300 ext. 2375(w); f: 0886-65-8037; nora@shikoku-u.ac.jp

Tokyo—Beth Kerrison; jalt_tokyo@hotmail.com; Suzuki Takako; t/f: 0424-61-1460

Toyohashi—Laura Kusaka; t: 0532-88-2658; kusaka@vega.aichi-u.ac.jp

West Tokyo—Kobayashi Etsuo; t: 042-366-2947; kobayasi@rikkyo.ac.jp; website http://home.att.ne.jp/gold/db/wtcal.hmtl

Yamagata—Sugawara Fumio; t/f: 0238-85-2468

Yamaguchi—Shima Yukiko; t: 0836-88-5421; yuki@cu.yama.sut.ac.jp

Yokohama—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, March 15th is the deadline for a June conference in Japan or a July conference overseas, especially when the conference is early in the month.

Upcoming Conferences

April 1-2, 2000—***Second International Conference on Practical Linguistics of Japanese*** at San Francisco State University, San Francisco, USA. The conference features a pedagogical workshop as well as the usual paper presentations and poster sessions. Invited lectures will be given by Masayoshi Shibatani of Kobe University and Yasu-Hiko Tohsaku of UC San Diego. For more information, go to the conference website at userwww.sfsu.edu/~yukiko/conference/main.html or contact Yukiko Sasaki Alam (yukiko@sfsu.edu), Conference Chair; Dept. of Foreign Languages and Literatures, San Francisco State University, 1600 Holloway Ave, San Francisco, CA 94132, USA.

April 3-6, 2000—***The Evolution of Language*** at the Ecole Nationale Suprieure des Tèlècommunications in Paris, France is the third in a biennial series of conferences concerned with the origins of language and the dynamics of its development as seen from investigations by researchers ranging from various types of linguists and anthropologists to computer scientists and various neuroscience specialists. This year's keynote speakers include Frans B. M. de Waal (Emory University), Bernd Heine (Universität zu Köln), Ray Jackendoff (Brandeis University), Sue Savage Rumbaugh (Georgia State University), and Michael Tomasello (Max Planck Institute for Evolutionary Anthropology). For a more complete and ordered topic list and other information, see http://www.infres.enst.fr/confs/evolang/. If you plan to attend, email evolang@infres.enst.fr. for additional useful information.

April 12-14, 2000—***A Virtual Odyssey: What's Ahead for New Technologies in Learning?—5th Annual Teaching in the Community Colleges (TCC) Online Conference.*** The TCC Online Conference is one of the largest and most practical of the yearly online conferences, with papers, real-time discussions, and much more over every aspect of online learning/teaching and administration. For general information regarding TCC conferences and registration, go to the conference homepage at http://leahi.kcc.hawaii.edu/org/tcon2000. Human interfaces? Write Jim Shimabukuro (jamess@hawaii.edu) or Bert Kimura (bert@hawaii.edu).

April 27-29, 2000—***Sociolinguistics Symposium 2000: The Interface between Linguistics and Social Theory*** at the University of the West of England, Bristol (UWE, Bristol), UK. Colloquia, papers or posters will cover subject areas such as intercultural communication and second/foreign language acquisition, language and gender, language, culture and ethnicity, discourse analysis, intercultural competence, language development, local languages, and more. Extensive information about colloquia topics and all other aspects of the event at http://www.uwe.ac.uk/facults/les/research/sociling2000.html or by inquiry to Jessa Karki/Jeanine Treffers-Daller; Centre for European Studies (CES), Faculty of Languages and European Studies, University of the West of England, Bristol, Frenchay Campus, Coldharbour Lane, Bristol BS16 1QY, UK; t: 44-117-976-3842 ext 2724; f: 44-117-976-2626; SS2000@uwe.ac.uk

Calls for Papers/Posters (in order of DEADLINES)

March 31, 2000 (for September 4-7, 2000)—***New Sounds 2000—the Fourth International Symposium on the Acquisition of Second-Language Speech*** at the University of Amsterdam, Amsterdam, The Netherlands. Proposals are invited for 20-minute paper presentations or posters on any topic concerning the acquisition of second-language speech. All papers presented to be published in the symposium proceedings. Send 200-300 word abstracts and inquiries to: Secretariat, New Sounds 2000; Department of English, University of Amsterdam, Spuistraat 210, 1012 VT Amsterdam, The Netherlands or by email to newsounds@hum.uva.nl

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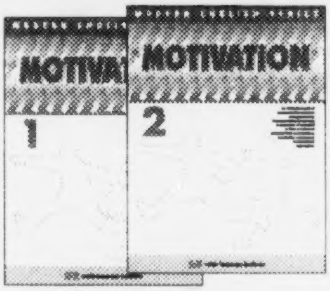

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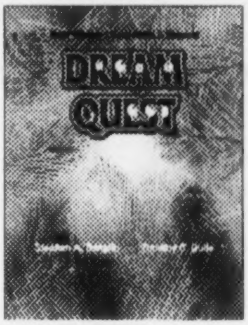

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Reminders—Calls for Papers

March 31, 2000 *(for September 4-6, 2000)—**Language in the Mind? Implications for Research and Education,*** a conference organized by the Department of English Language and Literature, National University of Singapore. Conference website at http://www.fas.nus.edu.sg/ell/langmind/index.htm. Send proposals and abstracts to: Conference Secretary, Language in the Mind? Department of English Language and Literature, FASS, 7 Arts Link Block AS5, National University of Singapore, Singapore 117570, Republic of Singapore; or email to: ellconlk@nus.edu.sg

March 31, 2000 *(for September 7-9, 2000)—**Language Across Boundaries: 33rd Annual Meeting of the British Association for Applied Linguistics (BAAL)*** at Homerton College in Cambridge, UK. Details about abstracts and submissions available at http://www.BAAL.org.uk/baalr.htm, or write to BAAL 2000; c/o Dovetail Management Consultancy, 4 Tintagel Crescent, London SE22 8HT, UK; or email Andy.Cawdell@BAAL.org.uk

Reminders—Conferences

March 11-14, 2000—*AAAL 2000 Annual Convention: Crossing Boundaries* at the Hotel Vancouver, Vancouver, British Columbia, Canada. See aaal.org/pages/Vancouver.html for details. Otherwise, contact Patricia L. Carrell, Program Chair; Department of Applied Linguistics/ESL; Georgia State University; t: 404-651-0255; pcarrell@gsu.edu

March 14-18, 2000—*TESOL 2000: Navigating the New Millennium—The 34th Annual Convention and Exposition* at the Vancouver Convention and Exhibition Centre, Vancouver, Canada. See www.tesol.edu/conv/t2000.html or contact TESOL, Convention Department; t: 1-703-836-0774; f: 1-703-836-7864; conv@tesol.edu

March 27-30, 2000—*'Ten Years After' Cognitive Linguistics: Second Language Acquisition, Language Pedagogy, and Linguistic Theory—the 28th LAUD Symposium* at the University of Koblenz-Landau in Germany. Contact: Martin Puetz (puetz@uni-landau.de); Institut fur Anglistik, Im Fort 7, University of Koblenz-Landau, 76829 Landau, Germany; t: 49-6341-280-1762; f: 49-6341-280-376.

March 27-31, 2000—*IATEFL Conference 2000: the 34th International Annual IATEFL Conference* in Dublin, Ireland. Info available at www.iatefl.org/Dublin-2000.htm. Mail contact: IATEFL, 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-0-1227-276528; IATEFL@compuserve.com/

March 30-April 1, 2000—*The Bilingual Brain: The Biannual GASLA (Generative Approaches to Second Language Acquisition) Conference* sponsored by The Center for Bilingual and Bicultural Studies (CBBS), Massachusetts Institute of Technology, and by Boston College, Cambridge, USA. See http://web.mit.edu/fll/www/news/Conf.html, or contact Suzanne Flynn; Massachusetts Institute of Technology, Foreign Languages & Literatures, 77 Massachusetts Ave, Room 14N-303, Cambridge, MA 02139 USA; t: 1-617-253-7821; f: 1-617-258-6189.

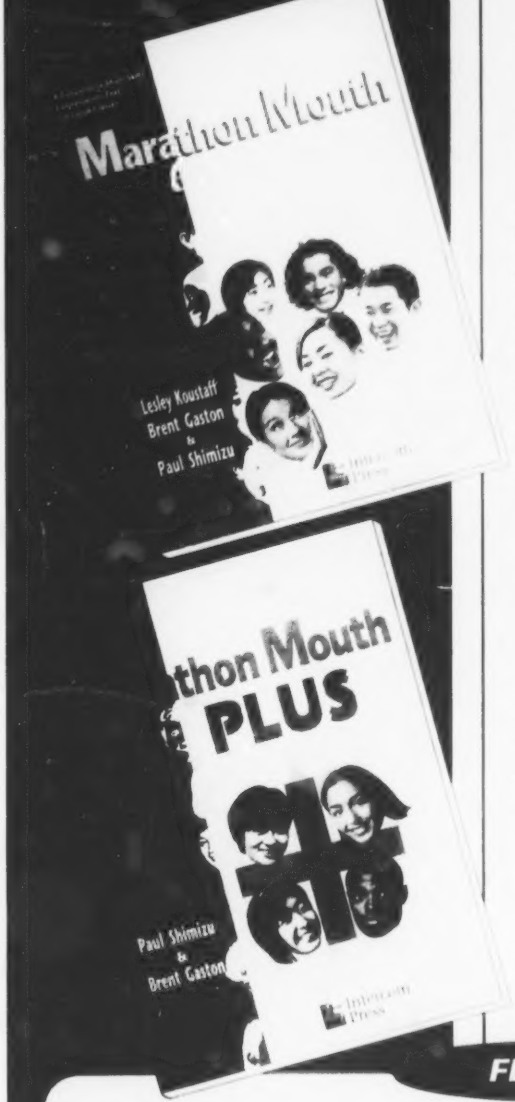
June 15-18, 2000—*People, Languages and Cultures in the Third Millennium* the third international FEELTA (Far Eastern Language Teachers Association) conference, at Far Eastern State University, Vladivostok, Russia. Contact Stephen Ryan at RX1S-RYAN@asahi-net.or.jp or f: 0726-24-2793 for conference information and travel plans.

Job Information Center/ Positions

edited by bettina begole

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@po.harenet.ne.jp or call 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Niigata-ken—The International University of Japan in Yamato-machi is looking for temporary English instructors to teach in its Intensive English Program from July 18 to September 20, 2000. **Qualifications:** MA or equivalent in TESL/TEFL or related field. Experience with intermediate students and intensive programs is highly desirable. Experience with programs in international relations, international management, or cross-cultural communication is also desirable. Familiarity with Windows computers is required. **Duties:** teach intermediate-level graduate students up to 16 hours/week, assist in testing and material preparation, attend meetings, write short student reports, participate in extra-curricular activities. Contract period is for nine weeks: eight days orientation and debriefing and eight weeks teaching. **Salary & Benefits:** ¥850,000 gross, with free accommodation provided on or near the campus. Transportation costs refunded soon after arrival. No health insurance provided. **Application Materials:** current CV and cover letter. **Deadline:** April 15 (or as soon as possible). **Contact:** Mitsuko Nakajima, IEP Administrative Coordinator; International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-7277; mitsukon@iuj.ac.jp



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Osaka-fu—SIO Japan is seeking part- and full-time English instructors to work in central and northern Osaka. **Qualifications:** some Japanese ability and computer skills. A degree is valuable but not mandatory. **Salary & Benefits:** Stock options included. **Contact:** Robert Pretty; SIO Japan; t: 0120-528-310; siojapan@poporo.ne.jp

Taiwan—The Department of Applied Foreign Languages at Yung Ta Institute of Technology is seeking a full-time faculty member to begin August 1, 2000. The Institute is located in the southern part of Taiwan, 45 km southeast of Kaohsiung. **Qualifications:** native-speaker competency with MA or PhD. **Duties:** An instructor (with an MA) teaches 12 hours per week plus other committee work; an assistant professor (with PhD) teaches 11 hours per week plus other committee work. **Salary & Benefits:** salary based on rank. An instructor earns about NT$52,100 per month; an assistant professor earns about NT$64,700 per month; annual bonus of one and one half months of base salary based on months of service. There are also summer and winter breaks with pay, totaling about three and a half months. **Application Materials:** resume, copy of transcript, copy of diploma, and two references. **Deadline:** ongoing. **Contact:** Professor Carrie Chen, Chairperson; Department of Applied Foreign Languages, Yung Ta Institute of Technology, 316 Chung-Shan Road, Lin-Lo, Ping-Tung, ROC; t: 886-07-392-0560; f: 886-08-722-9603; pcchen@mail.nsysu.edu.tw

Shiga-ken—The University of Shiga in Hikone-shi is seeking a part-time English teacher for first-year university students to begin April 2000. The campus is located about one hour on local train from Kyoto, and 10 minutes by bus. **Qualifications:** MA and college teaching experience. **Duties:** teach two *koma* on Tuesday mornings (8:50-12:00) and/or two *koma* on Thursday mornings (8:50-12:00). **Salary & Benefits:** ¥8,000-12,000 per *koma*, depending on qualifications; transportation fee. **Application Materials:** resume. **Contact:** Walter Klinger; University of Shiga Prefecture, 2500 Hassaka-cho, Hikone-shi 522-8533; t: 0749-28-8267; f: 0749-28-8480; wklinger@ice.usp.ac.jp; www2.ice.usp.ac.jp/wklinger/

Tokyo—The English Department of Aoyama Gakuin University is seeking part-time teachers for conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** resident in Japan, with an MA in TEFL/TESOL, English literature, applied linguistics, or communications, minimum three years of experience teaching English at a university, or a PhD and one year university teaching experience. Publications, experience in presentations, and familiarity with email are assets. **Duties:** Classroom duties include teaching small group discussion, journal writing, and book reports. The university is interested in teachers who can collaborate with others in a curriculum revision project requiring lunchtime meetings and an orientation in April. **Salary:** comparable to other universities in the Tokyo area. **Application Materials:** Request in writing, with a self-addressed envelope, an application form and information about the program. **Deadline:** ongoing. **Contact:** "PART-TIMERS," English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at begole@po.harenet.ne.jp

Here are a variety of sites with information relevant to teaching in Japan:

EFL, ESL and Other Teaching Jobs in Japan at www.jobsinjapan.com/want-ads.htm
Information for those seeking university positions (not a job list) at www.voicenet.co.jp/~davald/univquestions.html
ELT News at www.eltnews.com/jobsinjapan.shtml
JALT Online homepage at www.jalt.org
Jobs and Career Enhancement links at www.jalt.org/jalt_e/main/careers.html
Teaching English in Japan: A Guide to Getting a Job at www.wizweb.com/~susan/mainpage.html
ESL Cafe's Job Center at www.pacificnet.net/~sperling/jobcenter.html
Ohayo Sensei at www.wco.com/~ohayo/
NACSIS (National Center for Science Information Systems' Japanese site) career information at nacwww.nacsis.ac.jp/
The Digital Education Information Network Job Centre at www.go-ed.com/jobs/iatefl
EFL in Asia at www.geocities.com/Tokyo/Flats/7947/eflasia.htm
Jobs in Japan at www.englishresource.com
Job information at www.ESLworldwide.com

差別に関する
The Language Teacher
Job Information Center の方針

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 38 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some
participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publis
exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a month
bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of sp
interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kag
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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設
れたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、
びIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Ma*
als（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、
ロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もし
隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについて
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支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、
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JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年
会で発表をします。

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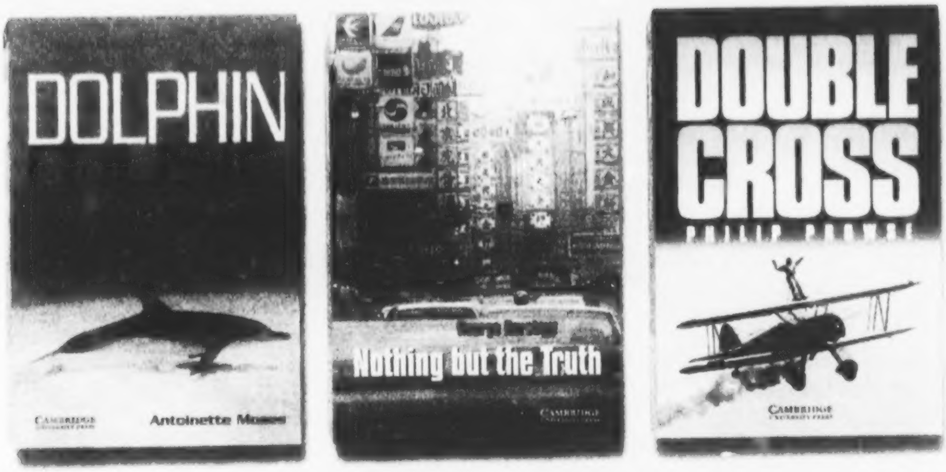
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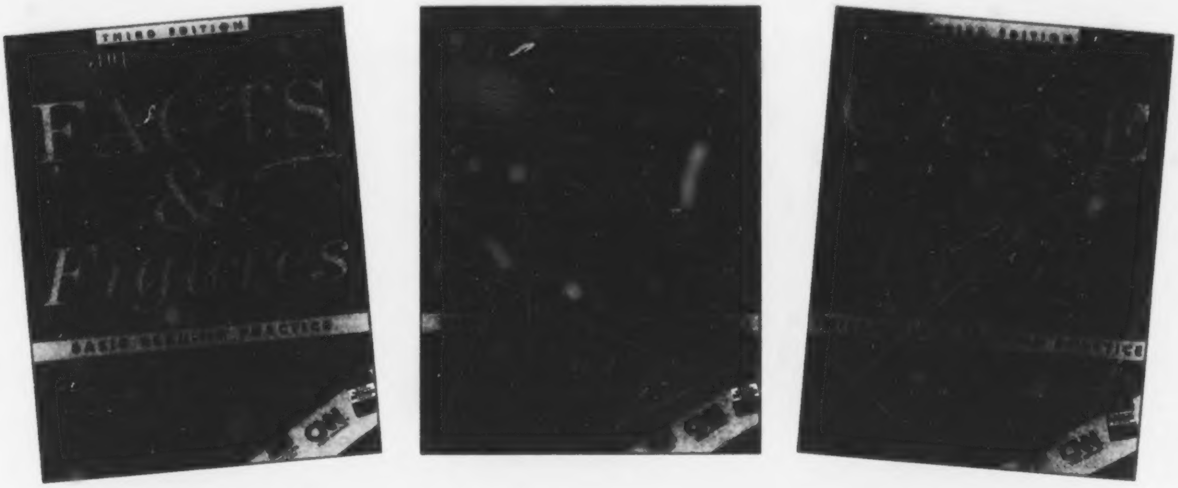
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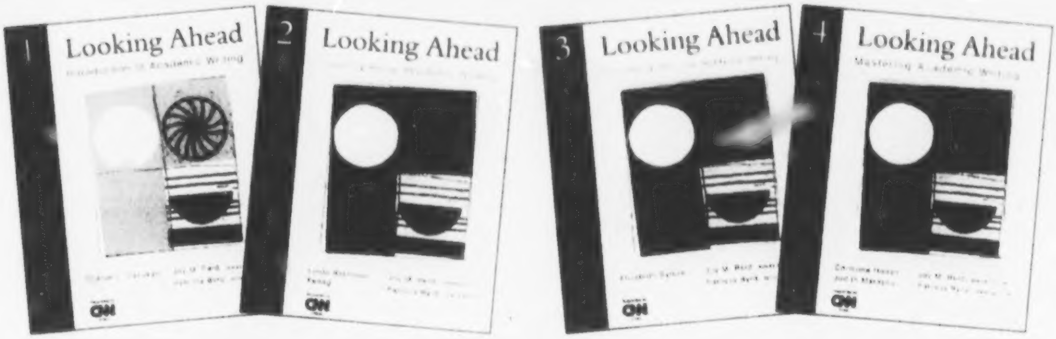
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AT THE *JALT99* CONFERENCE in Maebashi, a friend and I were discussing the negative reactions a few participants were openly expressing about the time they were having there. Groaning, he said, "You know, you don't go to a party, then complain later about the good time you didn't have. Why should a conference be any different? It's only what we make it—it is OUR conference!" Sage words, I thought, and they came to mind as we put this *TLT* focus issue together.

So, why do an introspective issue? At the risk of "navel gazing," as one ex-editor put it, we felt that devoting one issue to "what is *TLT*?" would give our readers more of a feel for what actually takes place between the covers of the world's only monthly, all volunteer-run, language teaching publication! More importantly, we wanted to show that *TLT* is very much the members' publication, and that the only limits on what can take place on the pages we print are the amounts of input, energy, material, and creativity we receive from our readers. To carry my friend's analogy further, this publication is every readers' "party," so if we are not "having fun," perhaps we need to ask ourselves what we can do to make it better!

And what can you do? Firstly, let us know openly what you'd like to see in TLT. Last year, a number of our readers did just that by taking part in a readership survey, with the results reported in this month's Opinions & Perspectives column. Secondly, submit your own material for publication, and there's an article on JALT Publications inside that will tell you how. Finally, join the TLT team and assist us with what we do. If you're interested, contact either myself or Paul Lewis (see the staff list on page 37 for contact details).

Other features in this issue include a review of the history of TLT by one of JALT's "institutional memories," Larry Cisar. There's also an overview of our Peer Support Group—an exciting project in collaborative editing that we've begun, a report on the experiences of a group who edited one of our special issues, an inside look at the monthly workings of TLT, plus much more. And if reading this issue motivates you to put finger to keyboard, then we look forward to hearing from you.

Lastly, I'd like to offer a farewell to two familiar faces. Bill Lee is unfortunately finishing his term as Editor. Bill guided *TLT* through some of its rockiest moments during the 1999 fiscal crunch, and we'll miss his steady hand at the helm. Also, after developing it to being one of *TLT's* most widely read features, the editor of our popular My Share column, Sandra Smith, is moving on. We wish them both well, and thank them for their work with us (welcome to Sandra's replacement, Scott Gardner, who has risen through the ranks to this new position). On a personal note, I'd also like to express my sincere appreciation and gratitude to all the current staff of *TLT*, whose patience and professionalism have made my transition to the editor's chair a relatively painless one.

Happy reading!
Malcolm Swanson
TLT Editor

Oh, by the way, if you were looking for the Submissions Guide and Staff List, you'll now find them at the back, along with information on joining JALT.

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Your Opinions & Perspectives

What is The Language Teacher?

TLT Readership Survey Results and Analysis

In late 1999, JALT's monthly publication, *The Language Teacher*, conducted an online survey to better understand the needs and hopes of its readership. This survey is still available online, and we welcome further comment (it can be found at http://www.seafolk. ne.jp/kqjalt/tlt/tlt_survey.html). Following is a breakdown of the feedback we received from almost 40 of our readers up to the end of November 1999, along with comments from our *TLT* perspective. Many thanks to all those who took the time to provide us with this valuable feedback. The full text of all the responses received is also at the same URL.

The Responses

Most/Least Read: clear winners for most widely read sections were: English Feature Articles, My Share Column, and the contents page. Most other sections scored very similarly. For the question "What sections of *TLT* do you never read?" no particular section scored noticeably differently from the others. Individual responses were quite different for both questions. However, it is clear that, overall, *TLT* is read in a fairly balanced manner.

The next section was a series of statements, each with a scaled response, plus a comment box. Below are the statements, the response scores, and a selection of the comments.

a) TLT meets my needs as a JALT member; it is a valuable part of my membership.

Responses:
Strongly Agree 7 Agree 11 No Opinion 2
Disagree 3 Strongly Disagree 0

Comments:

"From my viewpoint, JALT usefully consists of *TLT*, the *JJ* [*JALT Journal*], the yearly conference, and the bookkeeping aspects of the central office."

"*TLT* is stuck between being semi-academic, newsy and academic, and it ends up being institutionalised. It's lost the voice of the average teacher, and personally I find it increasingly boring to read and look at, though when I read it, I enjoy some of it. It does serve some of my needs but I prefer more and more SIG newsletters for their teachers' voices."

"I think the greatest problem is this feeling of academic and yet not academic and trying to appeal to all groups in JALT. Maybe it would help the *JJ* if *TLT* switched to a less academic style, and asked for shorter pieces (max 1000 words?)."

"The *TLT* is the cornerstone of my JALT membership. It is an amazing feat to produce 12 quality issues per year. That is something that NO OTHER organization in the world is doing."

"JALT needs this *TLT* publication. As a JALT member who wants JALT to have a professional profile, *TLT* is vital, and so is *JALT Journal*."

"Valuable? Well, occasionally useful, I'd say."

"No. I feel that it could be doing a lot more than it does and it would be nice if the *TLT* kept the entire JALT membership in mind, not just those at the tertiary and some at the secondary level in mind!!!"

"It certainly used to be, but in the past couple of years, the articles seem to be heading towards themes which are more ideological and less educational in value."

"As an AM I feel that more should be done to attract readers. *TLT* is a good voice of JALT, but I would be much happier if it were a quarterly and had higher submission standards"

"Good when wanting background but not so practical for JHS/HS on a regular basis."

"The quality, especially the practicality of the articles has gone down in recent years."

b) TLT should focus more on being a research journal by publishing more feature articles.

Responses:
Strongly Agree 4 Agree 6 No Opinion 2
Disagree 7 Strongly Disagree 4

Comments:

"The *JALT Journal* is the research journal, *TLT* should focus on news and things that are more classroom oriented."

"I have seen bad research in the *TLT* and that bothers me a lot. I don't want to see big statistical articles as in *TESOL Quarterly* (isn't that *JALT Journal's* job?), but it would be nice to see a little more action research."

"Agree, yes, but with a wider variety—a lot of the articles seem to be by the same people: a recent issue even contained more than one article by the same person."

"What do you mean by research? If you mean action research and teacher research, reflections on the classroom, lively pace and enthusiasm, then I strongly agree. I think this is really important. Teachers want to enthuse about teaching and learning."

"It's difficult to do a good research article in 3,000 words. I would also hate to see the practical applications aspect of *TLT* be sacrificed. *TLT* is not *JALT Journal*. Having said that, it would be good to see more of the research-oriented articles. . ."

"The quality of research, as well as the focus of research, is often of such dubious value that the more-free-range editorial approach of *TLT* is my preference."

"I don't think the quality of submissions is high enough to be a real research journal. Also I think it meets the needs of the JALT public by addressing more practical concerns."

"Quite the opposite—the main reason many articles are not useful is that they are written by individuals trying to do research to move up the teaching ladder and not out of pure interest in helping students to learn which should be the focus."

"It should focus on what the teacher can take into the classroom tomorrow. The *Journal* is for research."

c) TLT needs to provide members with more news and organisational information.

Responses:
Strongly Agree 2 Agree 8 No Opinion 7
Disagree 5 Strongly Disagree 0

Comments:

"I think that it is doing a good job now, so 'more' is not really the question."

"JALT needs to do a better job of informing its members but I don't think that the *TLT* is the right place. I think that information gets lost in the *TLT*. I think that the April Supplement is the best thing that JALT puts out."

"I'd like *TLT* to expand, not to get smaller, and not to be combined into double issues. I think one of *TLT*'s functions should be to make JALT a lot more transparent by telling the ordinary JALT membership what's going on with JALT, what's under consideration, what decisions are being made, why, and so on."

"*TLT* should be more along those lines (of IATEFL's newsletter) in design and have some zappy pieces in it, as well as longer more considered articles. The heavy stuff should come later in the TLT, though, and as you open the pages of the *TLT*, you want a feeling of WOW! WOW! WOW!"

"Maybe more news (what SIGs and chapters are doing to make JALT grow and be vital) but definitely not more organization news (since it seems to consist of a lot of turf warfare). We can get enough of that on the email lists."

"The 2 month lead makes news a bit of a misnomer."

"Agree with the statement, but feel that the *TLT* does a good job of this now. Perhaps the SIG and Chapter columns could be presented in a different way to collectively present information, a tabled calendar and then contact information. A table version of a SIG/Chapter Calendar would be very helpful and far more practical."

"I think there is a fairly good balance of this material now."

"Certainly there needs to be a page devoted to educational policy issues as they affect ELT in Japan."

d) TLT should focus on building its on-line presence, e.g. online databases, e-zine type publications, etc.

Responses:
Strongly Agree 4 Agree 12 No Opinion 3
Disagree 2 Strongly Disagree 0

Comments:

"Somebody else should do that in tandem with the print version."

"Yes, absolutely, but we should not do it at the expense of the basic *TLT*, at least not until more members are on line."

"Definitely. Especially the newsletter (JALT news) aspect of the *TLT*."

"No, *TLT*'s one of the things I really like to hold in my hand, browse through and read."

"Yes, yes, yes. Just ask the Internet *TESL Journal* how many thousands of hits they get per day."

"Databases and e-zines are the trend of the future. A paper journal should be maintained for those in academia who will not accept e-zine publications as valid."

"Make the print version a quarterly and use the Internet to keep the organization current."

"Why should it do that?"

e) Once a month is too much—less frequently would be better.

Responses:
Strongly Agree 2 Agree 1 No Opinion 2
Disagree 12 Strongly Disagree 5

Comments:

"People need to be reminded that they are members of JALT. A frequent tangible thing like *TLT* is necessary."

"*TLT* is JALT's life blood. An interruption in the flow may cause a stroke or even paralysis of the organization."

"Strongly agree!!!!!!!!!!!!!!!!!!!!!"

"If not once a month, where are members going to get the information and updates about JALT, news, events, etc. Not all the world uses email, yet."

"If we got something bigger 4 times a year, that would be OK. However, what would we do about the newsletter function of *TLT*."

Following this, we asked for comments on the layout and design of *TLT*. Here is a sample of what the respondents had to say:

"I liked it better before the recent cost cutting changes."

"Well of course there isn't enough white space but you work around that pretty well. I can always find what I need in an issue, but nothing ever jumps out at me. For the most part it is easy to read and I like it."

"I like the contents on the cover. I hate (I really mean this) the new JENL-like cover. Right or wrong, appearances are important. Although there has been no sacrifice in quality between the covers, people are still influenced by these cosmetic changes. At a time when IATEFL is making their publications look even more spiffy this is not the time to start looking like the poor cousin."

"I don't like how articles are continued onto remote areas of the magazine."

"Hate article continued on page so-n-so."

"As good as can be for the price and payment!"

"It is easy to find contents listed explicitly on the cover and the departments no longer require a secret decoder ring to understand."

"Get rid of the stuff on the first few pages—guidelines etc. That should go in the back. Should open up to the feature article and go from there."

Finally, we look at the future directions respondents would like to see *TLT* heading in. Here are some of the suggestions and comments offered:

"The focus should be on news and articles with practical information about teaching (theoretical and research articles should be for the *JJ*). I would appreciate more space being devoted to "the Calendar". Information about conferences, training, and such is hard to come by."

"I would REALLY LIKE to see matters of importance within JALT in there. It would be nice if *TLT* served to tell people what's actually going on in JALT and why."

"Continued excellence 12 times a year both hard copy and on-line."

"I think the current course (ignoring, of course, the recent development to cut issues to save money) is heading in the right direction.

"A newsy magazine for the common reader in the field."

"More applied teaching ideas/articles as presented in the My Share section would be good. More information on what different chapters are doing . . ."

"Take up with issues in the profession, such as: job insecurity—the backbone of foreign language education in Japan."

"We need to figure out ways to get people outside the normal channels to participate."

"*TLT* should probably be a little more diverse and be not only a venue for foreign college teachers to publish articles, but also a resource for new teachers coming into Japan."

"I think all articles in *TLT* should be in English. English should be the lingua franca of JALT."

"When I first joined JALT, 5 years ago, I found *TLT* very useful and interesting. Gradually, it seemed to loose whatever it had had. Looking back now, I thought perhaps I had just outgrown it. But a look back at the first year or two confirms that it was a lot better back then."

"With the focus of English education changing in Japan, rather than remain stuck in the mud, *TLT* could take on a fresh look, open itself to all members of JALT, prekindergarten through to tertiary and also laterally, home schools, jukus, institutes. If our main representative publication does not represent the full cross-sections of JALT, how are we to offer JALT to prospective members and make JALT appealing to the widest possible audience?"

The Editor Replies:

Well, if you've got this far, you will be sensing something of the dilemma that faces us as we try to create a publication that meets the needs of you, our readers. What exactly are your needs? Unfortunately, there is no neat little answer to this; no tidy bundle we can wrap up each month and send out to our very satisfied readers, because every one of you has an entirely different expectation of *TLT*. However, having said that, there are general areas of agreement that help guide us, plus a few misconceptions I hope to clear up here.

As the responses illustrated, our readers do feel that *TLT* is a valuable part of their membership or subscription, and if you've been following any of the debates on the various mailing lists over the past year, you'll know this is a widely held conviction. It is also generally felt that it should continue to be published monthly, and that, even though *TLT*'s online presence should be developed, people still like paper in their hands. However, there is also a perception (admittedly from the few who openly express it) that *TLT* is not fully meeting the needs of its readers.

So, what can we do? How can we make the reader experience a better one? Some ideas follow about steps we intend to take, though a solely TLT-initiated reformation is probably a misguided approach. Riding the current wave of learner autonomy, we should be putting some of the responsibility for the life of the publication back onto our readership. The *Peer Support Group* described later in this issue is a step in that direction.

TLT cannot survive without input and material from outside—the most obvious source being our many readers—and this brings us to a large problem we face every month. I well remember sitting in on a discussion between a previous editor and a reader who was bemoaning the fact that SIGs and non-university educators have no outlet for material in *TLT*, and that *TLT* is only interested in focusing on material related to the tertiary level. This is a common misconception, and an easily made one, as a quick glance through back issues will show. The reality is that, apart from material we successfully solicit, we can only publish what we receive. As most of what we receive is from the tertiary field, this leads to a natural imbalance. For the record, *TLT* is VERY interested in publishing material related to EVERY area of language learning and teaching! We sincerely hope that potential writers take advantage of this openness, and look forward to receiving a flood of manuscripts and ideas from every level and interest group in the language education field.

Another message from the survey was that *TLT* is not *JALT Journal*, so shouldn't be running similar material. There is no real surprise there, but the fact that this is generally understood allows us to define the material we seek for publication more accurately. As has been the move in recent years, we will be trying to focus on running articles that have more of a pedagogic flavour: classroom reflections, action research reports, peer-model profiles, and the like. We are encouraging more freedom in length as well. If something can be written in 1,000 words, why use 3,000? We want more articles in each *TLT*, with greater variety in the type of material published, and we are dedicated to encouraging new writers. It's impossible for us to please every reader, every time (though we do try), but we sincerely hope to give all readers something of interest in every issue. If we don't, let us know. Better yet, please have a go at writing material yourself!

In terms of layout, you'll already be noticing some changes trickling in, with many being in response to feedback from the survey. We've put the submission and personnel information in the back for easy reference, we'll aim to keep articles intact, and we're hoping to stretch our legs a bit as we slough off the financial shackles of 1999, allowing a bit of breathing space back into the pages. The cover has a new look, and tee-shirts sporting our new logo will be on sale soon . . . maybe! Look for more changes in coming issues.

I'd like to close this column by reiterating what has been said before in this issue. If you have ideas and suggestions for improving our publication, we want to hear them. If you have material you want to submit—even unconventional ideas—please forward them to us for consideration. And, if you would like to help out the rest of our volunteer team who quietly and efficiently put *The Language Teacher* in your letter-boxes each month, please contact any member of the editorial staff.

Malcolm Swanson
TLT *Editor*

A Language Teacher

Moving?

Make sure *The Language Teacher* moves with you.

Send the following information to the JALT Central Office, Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
tel: 03-3837-1630; fax: 03-3837-1631; jalt@gol.com

Name: ______________________________

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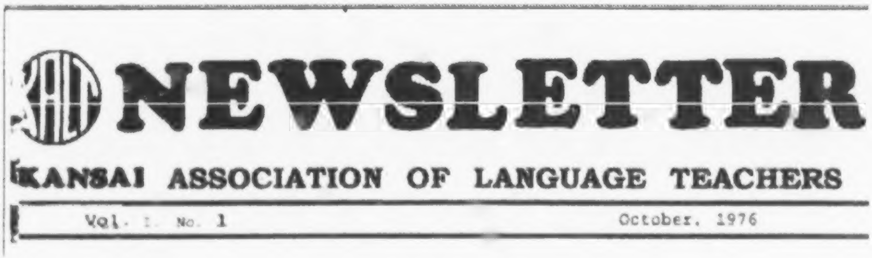
Looking Back:



NEWSLETTER

KANSAI ASSOCIATION OF LANGUAGE TEACHERS

Vol. I. No. 1 October, 1976

The History of TLT

Larry Cisar

What do *The Language Teacher*, the *KALT Newsletter* (Kansai), the *KALT Newsletter* (Kanto), and the *JALT Newsletter* have in common? They are all the same thing (or closely related). And the middle two are older than JALT! The *KALT Newsletter* (Kansai) began in 1976 as the newsletter of the Kansai Association of Language Teachers. When some former members began an association in Nagoya (Tokai ALT) and Tokyo (Kanto ALT), the newsletter traveled with them. Nancy Nakanishi-Hilderbrandt, the first editor, carefully gathered material that would allow teachers in Japan to keep up with what was happening in the world of language education. This publication name lasted through 1978.

David Bycina, one of the founders of the Kanto group, was sure that there was enough information to have, not a quarterly, but a monthly publication. The fledging national organization was not sure, so David proved his point by producing 12 issues of the Kanto newsletter. David was elected editor (yes, JALT elected editors in the beginning), the name *JALT Newsletter* was chosen, and from Volume 3 through the beginning of Volume 8, JALT had a monthly newsletter under that name.

As with all good things, the monthly publication did not stop evolving and growing (or going through all the usual growing pains). The Executive Committee and the Publications Board found that JALT was no longer putting out just a newsletter. It had evolved into a magazine with newsletter sections. To reflect this change, the name was altered in April, 1984 to *The Language Teacher*. The current name has already had a sixteen year run; any guesses as to how many more years it will be thus?

At first glance, the numbering of issues in some volumes was very strange, with no issue 6 and either no issue 13 or issue 13 appears to be the last issue. Why? For a time in the 80s, JALT numbered the *JALT Journal* as an issue of *The Language Teacher*. This was done in the belief that it was necessary to keep the cheap postal rates for the *Journal*. The *Journal* also kept its own numbering system. Later, the Publications Board found out that it was not necessary to do that, so we now have 12 sequentially ordered *TLTs*.

Cut-n-paste has always been the way *The Language Teacher* has been assembled. But, while the current versions are done electronically, the early editions were done with paper, scissors, and the glue pot. In the early days, the articles were typed by people on a variety of typewriters, giving some editions a very hodge-podge look. JALT first consolidated the process by buying a Silver Reed ball typewriter (and if you think JALT fights over money now, you should have heard the arguments about purchasing that typewriter). It is surprising that there were so few mistakes in the early editions, since none of the people working on it were professional typists. (Well, almost none. Sanae Matsumoto was a professional secretary, but she was not a member of JALT—just helped David do all the work.)

Japanese came into the newsletter a few years later, as typing in Japanese was not an easy task. The first article in Japanese was by Kenji Kitao, and was a report on the TESOL Convention in 1982. Since then, Japanese articles have appeared in most issues, with one issue, July of 1988, being mainly in Japanese. Kenji, who was later promoted by JALT to Vice President, did much to expand the use of Japanese within JALT publications. The largest work was a special issue of *The Language Teacher*, edited by a team headed by Kenji, to celebrate 10 years of JALT. The title is *TEFL in Japan*. This work, mainly in Japanese, dealt with the status and style of TEFL in Japan as JALT celebrated its tenth year. Masayo Yamamoto followed up on Kenji's early work and was the Japanese editor for all JALT publications for a good period of time. Subsequent Japanese editors have continued and expanded the use of Japanese in JALT publications.

Two editors of JALT's premiere publication have gone on to become presidents of JALT. Deborah Takano-Foreman went directly from being editor to being President, while Gene van Troyer went from editor to Publications Board Chair to president. Most editors have retired simply from exhaustion. Editors have come from a variety of places within JALT: Chapter Officer, SIG officer, or just having experience outside of JALT. Most have worked their way up through the ranks in JALT publications.

Getting the publication to the membership has also gone through a variety of changes. Originally, the editor mailed out each copy (which could be why Nancy really was not interested in doing a monthly publication). When David Bycina became editor, the author of this article became distributor, which meant putting the labels on each wrapped issue, taking them to the post office, and negotiating the final bill. After exhausting Doug Tomlinson in the distributor's position, JALT negotiated to have the printer prepare the publication for mailing and take it to the post office. This system continues until today.

JALT owes its cheap postal rates to the work of Kohei Takubo, an early National Public Relations Chair, who went through the process of getting the postal frank for JALT. JALT has been lucky to keep this privilege to mail third class over the years. When the Post Office came out with an even cheaper way to mail the publication, the Central Office staff did the work to make sure that the membership benefited from it.

JALT has worn out several printers. Only with volume 4 did JALT start to acknowledge who was printing the publication—done to protect the guilty. For many years, S.U. Press in Kobe printed the newsletter. JALT has had a long relationship with the current printer, Koshinsha in Osaka.

The modern history is covered by others in this issue; the future history is left to those who will be writing, editing, and proofing it. As the profession has grown over the last 24 years, and as it has become more professional, so have the JALT publications. But I do miss the humor that was often there. I will end with a quote from "From the Devil's Dictionary," by Tom McArthur: "Basilect: An acrolect with no ambition." (*The Language Teacher*, Volume 12, Issue 5, p. 31). Now can somebody tell me what it means?

Larry Cisar teaches at Kanto Gakuen University. He has been active in JALT since its early days. Currently he is working on writing Internet material using Hot Potatoes.

JALT Central Office Research Services

Photocopy Service

On request, the JALT Central Office will provide photocopies of past or current articles from *The Language Teacher* and *JALT Journal* Please include as much bibliographic information as possible: author name, article title, year, issue number, and pages.

Library Search Service

JALT Central Office will also search for *Language Teacher* and *JALT Journal* articles in the JALT library. Please provide keywords, approximate date, author name, title, or other information in as much detail as possible.

Back Issues

Back issues of *The Language Teacher*, *JALT Journal*, *JALT Applied Materials*, and *Conference Proceedings* are also available. Please inquire by fax whether the publication is in stock before ordering.

Payment

Photocopy Service	
up to 10 pages	¥500 per article
over 10 pages	¥1,000 per article
Library Search Service	¥500 per article
Back Issues	¥500 per issue

In Japan, please pay by postal stamp (郵便切手); overseas, by bank check in yen, with an additonal ¥1,500 bank charge, or by international postal money order. Please include ¥500 postage for all international orders. Please include payment with your order and allow two weeks for mailing after recept of request.

Introducing the Writers' Peer Support Group

Andy Barfield*

Every writer is an island? Perhaps. For sure, writing with a reader who gives responses to your writing can be more motivating than writing solo, as the following reaction from a writer shows:

> *Jim*: I was expecting some quick thoughts. This was much more in depth than I had imagined . . . . Since I hadn't heard back and didn't know how the piece was being read, I was re-writing the piece blindly, but many of the changes are in accord with the comments.

Helping writers beyond that isolation and collaborating with writers as they develop their texts are two modest aims of The Language Teacher Peer Support Group.

The Language Teacher currently has two editorial bodies in place for reviewing material for possible publication. The Peer Support Group (PSG), described in this article, is a recent creation, and we wish to thank Andy Barfield for his vision and energy in assisting its development. The Editorial Advisory Board (EAB) is the more formal avenue for manuscript vetting. Manuscripts are subject to blind review by two board members, and their recommendations passed on to both the writer and TLT Editor. We deeply appreciate the work of this volunteer group in assisting TLT with article selection. TLT is always on the lookout for new members for both the EAB and the PSG. Persons interested in assisting either body with reviewing manuscripts should contact the Editor.

The group has come together informally as a network of colleagues interested in giving peer responses to writers who would like to try and get their articles published in *The Language Teacher*. This network started up in November 1999, and has been collaborating with just a couple of writers so far.

The process of peer support

The process goes like this: If you are interested in benefiting from some peer reader responses on different drafts of a work in progress, you can contact the *Peer Support Group*. (See the contact information at the end of this column.) You then forward your text in progress as an RTF attachment, and the *PSG* decides which two of its members will partner you on your writing.

The next stage is for the peer responders to place their responses in the attached file, and send them back to you. You then have the chance to read their comments, and see some different points and interpretations that your readers have raised.

> *Wilma*: I was quite impressed with his interest and enthusiasm for my article. He pointed out ideas that he liked or agreed with, as well as points to clarify and strengthen. His well-thought-out comments and questions are allowing me to take a step back from the article and look at it from another, more objective, perspective. I'm finding this very valuable as I continue the editing and rewriting process. I feel fortunate that I submitted this article when I did, and so have been able to take advantage of the *Peer Support Group* system.

> *Jim*: The kinds of comments I found most useful were those that helped me to organize my thinking about the topic I was writing about, or gave input about solidifying the layout or presentation of the paper. Reminders regarding appropriate focus on audience were also useful to me, if couched in a sensitive way.

Over several writer-responder exchanges, the process continues until you are satisfied with your final text.

**Author's note: This text is the collaborative reading and writing of Andy Barfield, Jim Goddard, Wayne Johnson, Wilma Luth, Jill Robbins, Sandra Smith, Craig Sower, and Malcolm Swanson.*

Sample peer responses

What kind of peer response might a writer get? This varies according to the nature of the writer's text and needs, as well as the responder's style. However, in the set-up period, the team has also been trying to establish, in collaboration with the first writers, a set of core principles by which to work. Here are some sample responses, before we look at the principles that we are still developing.

Becoming clearer about content

> This is a big leap for me here. It may be useful for you to place some type of sub-headings in here.

Becoming more specific:

> '*Things*' is a little vague. Do you mean techniques, methods or activities?

Judging the need for explicit specialized knowledge:

> I like this intro, but some readers may not be aware of what a "pidgin" is. You may want to define it and pidginization briefly here—Richards' dictionary of applied linguistics has some nice examples.

Questioning the sense of audience:

> *Writer*: I have a question regarding the audience for the article. I'm kind of having a tough time feeling my way around this point. My feeling was that the program in itself is rather interesting, but maybe that's just because I was involved with it.
>
> *Reader*: To me the key point is that fascination and your own interest . . .
>
> *Writer*: Do you have any further suggestions about the opening?
>
> *Reader*: How about starting from a living image, something specific, and then move into the body? My feeling was that I wanted to see a much more personalised opening rather than some dry generalisations at the very start.

The peer responder, it is clear, treads a fine line between supporting the writer's development of the text, and imposing the reader's own values on the writer's work. Indeed, although peer support is intended to be collaborative, it always risks becoming evaluative, in that the writer may feel that his/her position as owner and creator of the text has been undermined. This is the case, for example, in the following unsuccessful peer response, as the writer points out:

> *Writer*: Other comments seemed invasive in the sense that I felt they began to take the writing process out of my hands:
>
> *Reader*: The strengths need to be more strongly stated if the writer believes in them—i.e., remove the 'perhaps'.

We are learning as we go, and make no claims to perfection. However, we do strive to set the writer-reader relationship on an equal footing.

Developing a set of working principles

What, then, are the basic working principles that we have been developing? The first working principle is that the peer responder should frame points and suggestions in a manner that enhances, rather than threatens, the writer's confidence. The second principle is that specific peer responses are more powerful than generalised comments for helping a writer re-think. Reader comments need to speak to a particular part of the text, in other words. Having focussed on specific details of the text, the reader should consider the overall development of the discourse in order to avoid unnecessary nitpicking comments. That is the third working principle; it entails, for example, that the peer responders give pride of place to comments about content and organisation rather than trivial points of language or argument. The final working principle is this: Each writer lets the peer responders know which comments have or have not worked for them, and why. In this way, we hope to make the writer-reader collaboration open, collegial and developmental for both sides.

The clarity of experience and the experience of clarity

Much has been written about peer responding, yet it remains, in our experience, a relatively limited feature of professional discourse in the increasingly "publish or perish" world of foreign language teaching and research. This pressure may have unforeseen consequences for all of us as we write. It pulls us towards isolation. It encourages us to hedge our bets. But more than anything it can seduce us into losing our individual voice. How might we counter these effects? One simple way is through writing with a reader and writing with power. In a word, we hope the *Peer Support Group* can help you "breathe the clarity of experience and the experience of clarity" into your writing about language learning and teaching.

Contacting the peer support group

Currently, two writers, Jim Goddard and Wilma Luth, are collaborating with Peer Support Group members Andy Barfield, Wayne Johnson, Jill Robbins, Sandra Smith, Craig Sower and Malcolm Swanson.

If you're interested in sharing your writing with the PSG, or in joining the PSG as a peer responder, please contact:

Andy Barfield, Foreign Language Center, University of Tsukuba, Tennodai 1-1-1, Tsukuba-shi, Ibaraki-ken 305-0006, Japan;
<andyb@sakura.cc.tsukuba.ac.jp>

So . . . You Want to Be a TLT *Special Issue Editor?*

Katharine Isbell, Julie Sagliano, Mike Sagliano, & Tim Stewart

Let's see. How did we get ourselves tangled up as editors of a special issue of *The Language Teacher* anyway? We thought it would be a good idea and, in retrospect, it was a great learning experience. However, frankly, at times it seemed like we were caught in a never-ending process. Before we share our insights, a brief recap of our duties and responsibilities as special issue editors is in order.

First, we corresponded with the *TLT* editor and proposed ourselves as special issue editors. Next, we decided on a theme, in this case Active Learning, which was subsequently approved by the editor who in turn scheduled "our" issue. It sure seemed like 18 months would give us plenty of time . . . . We wrote and put out the call for papers, solicited a contribution from a noted specialist in the field of active learning, critiqued and ranked featured article submissions, provided revision feedback and suggestions to contributors, wrote rejection letters, and forwarded the submissions to *TLT* Editorial Advisory Board for final feedback. Not finished yet! Then we returned submissions for another round of revision, wrote more rejection letters, decided on the order of presentation in the journal, collected abstracts and biographies from the selected contributors, wrote an introduction, and finally sent all of this in two months before publication date. At the same time, we coordinated with the back-half editors (My Share, Book Reviews, and Net Nuggets) to ensure that the entire issue would be devoted to active learning.

The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication. For further details, please contact the Editor.

Simple, right? Not really. We quickly relearned two important principles: anything that can go wrong will go wrong, and things take longer than expected. So before you jump into a special issue editor position, we would like to share with you what we learned from our experiences in the editorial hot seat.

Expect it to be a tremendous amount of work. Fortunately, there were four of us so we divided up the submissions and worked in two teams. This made the editing process more manageable. However, we still felt rushed as deadlines loomed. Doing it alone would be a definite challenge!

Be absolutely and totally organized from day one. Keep electronic and hard copies. Create checklists, flowcharts and timelines and use them. We thought we were organized, but as it turned out, we misplaced the contact information for one of the My Share contributions, and even after frantic searches through folders and email messages, all we could do was wait to hear from her again. Unfortunately, we are still waiting.

In another incident, we heard from a feature article contributor whose paper we had unknowingly lost. He contacted us just in time to rectify the error that would have eliminated his submission from the pool. If you are organized from the start, you will save yourself a lot time and avoid stress.

Establish a working relationship with *TLT* editor and stay in regular contact. Be aware that *TLT* editor changes yearly. A well-organized and efficient editor can help make your job go a lot more smoothly. Don't be afraid to ask for support and guidance from the entire *TLT* staff. It is important to know, however, that *TLT* staff has final editorial control of your issue.

Remember that *TLT* Editorial Advisory Board [EAB] has the final approval over what articles are accepted for publication.

For this reason, be careful not to promise publication until the EAB has reviewed the submissions. We had worked extensively with the submissions and yet the EAB returned them with copious additional comments. When we sent the submissions back for a final round of revision, one of the authors was livid over the comments. More to the point, she claimed that by encouraging continued revision of her paper, we, the powerless special issue editors, had led her to believe that her paper was already accepted for publication, and she withdrew her submission. The fact was that we had a completely different opinion of the writer's paper from that of the EAB reviewer and felt that her submission was among the strongest. We indicated to her we had never said her paper was accepted and explained that while criticism of one's work is often unsettling, the process of writing for professional journals usually requires a lot of time for revision. Our advice to her was to look at the reviewer's suggestions again after a week or so and consider revising her paper one more time. We never heard from her again.

Check, double check, triple check everything all the time.

Even doing this we still had some minor problems. Our draft call for papers was unexpectedly published and had the incorrect submission deadline and no contact information. The two book reviews written for our issue ended up in the preceding issue of *TLT* and for some reason, the promised Net Nuggets column was never unearthed.

Enjoy the rewards of being a *TLT* Guest Editor.

Once submissions started piling up on our desks, we had the pleasure of reading numerous articles that approached the topic in ways that we had never expected. The diverse perspectives in the submissions on active learning surprised all of us. We certainly learned a lot, both theoretically and practically, from the writers whose work was accepted as well as from those whose submissions were not.

Perhaps we will become better writers ourselves after working with the different writing styles used by the contributors. Seeing how different authors dealt with their content and organization as they tried to meet our expectations was useful. Our writing styles may have improved through appreciation of and learning from other writers.

We definitely became better at negotiating as we corresponded with our contributors over desired editing changes. We tried to achieve optimal results from writers by taking care not to offend their talents.

Seeing the efforts of writers and of the work performed by *TLT* staff as we worked on the special issue has whetted our appetites for more editing opportunities in the future. Our desire to prepare our own submissions for publication has also blossomed.

So despite some trials and tribulations, all of us felt that being *TLT* Special Issue Editors was a very worthwhile learning experience. There was a great deal of satisfaction in being able to pull everything together with the help of fellow editors, *TLT* staff, and the writers themselves. It is a professional development opportunity that we recommend you to consider.

So if you have some time on your hands, an interest in contributing to the field, reasonable organizational skills and patience, JALT has an offer for you: volunteer to edit a special issue of *TLT*. There is no salary and no perks, but you do have the entire journal staff at your disposal. You learn a lot about yourself and the writing and publication process.

The writers:

Katharine Isbell is an Assistant Professor of Comparative Culture at Miyazaki International College, Japan. Her primary responsibilities are to develop and teach Applied Information Science and English adjunct sections to university courses. Her research interest focuses on the use of computers in the language classroom.

Julie Sagliano is teaching English at Miyazaki International College in Japan. Her professional interests include team teaching, and the use of debate and video in the classroom. She has taught in South America, Africa, Europe, and the Middle East.

Michael Sagliano has been teaching English and collaborative courses for six years at Miyazaki International College. Using active learning, especially videos, simulations and games, he has taught content-based courses at other colleges in Japan, the United States and Bahrain. Involved in the founding of JALT's Akita chapter, he served as its first chapter president from 1992-93.

Tim Stewart has been teaching at Miyazaki International College since 1994. From 1996 to 1998 he was editor of Canadian Content, the journal of the Association of Canadian Teachers in Japan. He has had his manuscripts rejected by some of the finest publications in the field.

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IFC = inside front cover, IBC = inside back cover,
OBC = outside back cover

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Getting Published: An Overview of JALT Publications

Publications have always formed the heart of JALT, and now more than ever, opportunities abound for JALT members to get their writing into print. The following is a brief overview of some of the many publications available throughout the organisation, along with information on what, when, and how to submit.

The Language Teacher

Types of articles sought: See the Submissions page at the back of this issue for details of materials sought for feature articles, opinion pieces, or column articles. Also, please read the *Opinions & Perspectives* article earlier in this issue. We are always looking for new material, and welcome the opportunity to review new ideas and formats. Please feel free to contact us to discuss potential *TLT* material.

***JALT Journal* (the research journal of the *Japan Association for Language Teaching*)**

Type of articles published: Full length research reports, short research reports, opinion pieces or pedagogical recommendations framed in theory, short responses to previously published articles (along with the author's response), book and other media reviews

Publication dates: twice a year, in November and May.

Addresses for submission of articles: Full-length Submissions, Research Forum, and Point to Point Submissions; Sandra Fotos, Editor School of Economics, Senshu University, 2-1-1 Higashi Mita, Tama-ku, Kawasaki, Kanagawa-ken 214-0033

Perspectives (shorter opinion pieces or pedagogical recommendations); Nicholas O. Jungheim, Associate Editor Faculty of Law, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-0002

Reviews; Patrick Rosenkjar, Book Reviews Editor, Temple University Japan 2-8-12 Minami Azabu Minato-ku, Tokyo 106-0047, Japan

Japanese-Language Manuscripts; Shinji Kimura, Japanese Language Editor, Faculty of Law, Kwansei Gakuin University, 1-1-155, Uegahara, Nishinomiya, Hyogo 662-0886, Japan

JALT Journal *Online*: <http://www.als.aoyama.ac.jp/jjweb/jj_index.html>

Chapters & Regions

Kyushu Region

Publication: Kyushu Journal

Publication Dates: Annually

Aims: Kyushu Journal is published as a collaborate effort of the Council of Kyushu JALT Chapters in furtherance of professional development, interchange, and collaboration among Kyushu JALT chapters' members and other professionals. Materials published in *Kyushu Journal* conform to issues of practical language teaching relevance and the timely interests of Kyushu JALT members. *Kyushu Journal* materials are primarily discussions of methods and approaches in foreign language education, but *Kyushu Journal* also maintains an interest in relevant research and theory, as well as any materials that have a strong potential for practical classroom application. *Kyushu Journal* emphasizes a collaborative and developmental approach to publication in an effort to encourage the publication of new and meritorious works and to broaden participation in scholarly inquiry.

Contacts: Please contact any of the officers of any Kyushu Chapter for more information.

Yamaguchi Chapter

Publication: JALT Yamaguchi Journal

JALT Yamaguchi Chapter publishes its own journal every spring. We have already published five issues. Invitations are open to submit papers in the fields of both English and Japanese language education, as well as in the field of comparative culture. Those who are interested in submitting a paper can receive a free copy of the 1999 journal issued. Please get in touch with either editor, and we will send you a free copy.

Please let us know if you are at all interested in submitting a paper and we will send you further information on how to submit.

Contacts:

Japanese Editor: Shinichi Hayashi, t/f: 0839(33)5280
English Editor: Yayoi Akagi, t: 0836(52)2650, <yayoi@ed.yama.sut.ac.jp>

Special Interest Groups

Bilingual SIG

1. Publication: Bilingual Japan

Approximate Publication Dates: the third week of each odd-numbered month

Aims: to keep members informed of news and views related to bilingualism, with particular reference to Japan

Type of Articles: Personal accounts, conference reports, book reviews, news of upcoming conferences, announcements with relevance to the topic of "bilingualism"

2. Publication: Monographs on Bilingualism

Approximate Publication Dates: the first day of the annual JALT conference

Aims: to circulate information on bilingualism in a more permanent form than a newsletter

Type of Articles: Each Monograph focuses on one aspect of bilingualism/biculturalism as it is experienced in Japan (what it's like to grow up bilingual, teaching a child to read English whilst living in Japan, and bullying in Japanese schools have been three of our latest topics. *Monographs* can have either a single author or an editor who compiles short pieces by a number of authors. Topics need to be of interest and relevance to a majority of BSIG members and to be connected with bilingualism/biculturalism in Japan.

3. Publication: Japan Journal of Multilingualism and Multiculturalism

Approximate Publication Dates: Released once annually in time for the international JALT Conference

Aims: • To encourage high-quality research in the fields of multilingualism and multiculturalism, particularly related to Japan and the Japanese language, by providing a forum specifically for that purpose and offering expert and supportive editorial guidance to researchers

• To make this research available not just to other researchers in the field, but also to educators and parents in Japan, so that they can better understand the issues that arise when dealing with two or more languages and cultures and make more informed decisions in their dealings with their students and children

Type of Articles: We welcome well-written articles in English or Japanese reporting original research in the areas of bi/multilingualism, bi/multiculturalism, intercultural communication and other related fields of study.

Contact & Submission Details: Stephen Ryan, BSIG Publications Director, t: 0726 24 2793, <RX15-RYAN@asahi-net.or.jp>

College & University Educators SIG

Publication: On CUE

Approximate Publication Dates: March 30, July 31, Nov 30 (Deadlines Feb 1, June 1, Sept 1) Also mini-conference proceedings 'Content and Foreign Language Education' October 20

Aims: To provide a forum for the presentation and discussion of research, ideas and curriculum activities of broad interest to college and university educators in Japan.

Type of Articles: Features: APA-referenced articles with a focus on language education and related issues at tertiary level of up to 2,000 words.

From the Chalkface: classroom applications, techniques and lesson plans, usually up to 1000 words.

Reviews: reviews of books, textbooks, videos, presentations/ workshops, TV shows, films, etc. Maximum 600 words, 1500 words for scholarly review essays.

Cyberpipeline: descriptions of web-sites that might prove useful for language teaching and professional development; length variable.

Opinion and Perspective: 650 words max.; longer, coordinated, point-counterpoint articles are possible.

Focus on Language: a column in which the writer may ask/answer common questions about language that are of interest to teachers and learners. 250-600 words

Research Digest: summaries of research, published in university in-house publications, of broad interest to college and university educators. Category bending and innovation are also possible. Length guidelines are flexible.

What do we look for in feature articles? Any or all of the following criteria may be used: - consideration of issues likely to be perceived by college and university educators as relevant to language teaching in Japan; well designed and well reported empirical research; writing that situates issues within the context of relevant previous work, while refraining from quoting for the sake of quoting; thought-provoking theoretical papers, provided clear practical implications are fore-grounded.

Contact & Submission Details: Editor: Michael Carroll, <michael@kyokyo-u.ac.jp>
Reviews Editor: Steven Snyder, <snyder@phoenix.ac.jp>
Opinion and Perspectives Editors: Debra Pappler and Steve Weinkle, <toonomads@hotmail.com>

Foreign Language Literacy SIG

Publication: Literacy Across Cultures (LAC)

Approximate Publication Dates: 2 times a year, Spring-Summer and Fall-Winter issues, with a possible third issue if contributions allow.

Aims: LAC is a practitioner journal that is produced in association with the FL Literacy SIG of JALT. It publishes feature articles, review essays, and shorter reviews on various topics in FL reading, writing and literacy. Non-native English writers and beginning authors welcome.

Type of Articles: LAC welcomes submissions in English on topics related to L2 reading and writing and their social product, L2 literacy. We are committed to getting articles written by classroom teachers and non-native speakers/writers of English into print, e-mail and HTML forms of the journal.

We invite any interested person to submit articles (up to 3000 words); perspective/opinion pieces; book and article reviews; annotated bibliographies; responses to LAC articles; descriptions/reviews of literacy-related World Wide Web sites and materials; classroom activities and teaching tips; descriptions and ratings of relevant WWW sites and other Internet resources.

Combination of scholarly treatment with pedagogical considerations, written in clear language and tone suitable for an audience of teachers and professionals worldwide.

Contact & Submission Details: For information on submitting, please contact David Dycus, the LAC editor, at <dcdycus@japan-net.ne.jp>.

Other: For any inquiry about how to receive *LAC* in one of its forms or about how to join the FL Literacy SIG of JALT and receive *FLL SIG News*, do not hesitate to contact Charles Jannuzi, t/f: 0776-27-7102, <jannuzi@hotmail.com>

Gender Awareness in Language Education SIG

Publication: GALE Newsletter

Approximate Publication Dates: April, September, December

Aims: To explore gender-related issues in language teaching and the teaching profession

Type of Articles: Reports of formal and informal research, descriptions of teaching approaches and techniques, analyses of issues, reports of conference presentations, book and web-site reviews

Contact & Submission Details: For details contact Kathleen Riley, t/f: 042-744-2708 <rileykb@gol.com>

Global Issues in Language Education SIG

Publication: Global Issues in Language Education Newsletter

Approximate Publication Dates: 4 x per year (March/June/September/December)

Aims: (a) to introduce language teachers to innovative teaching ideas, methods, materials, activities and resources related to global issue and global education themes (b) to promote networking and mutual support among language educators dealing with global issues (c) to promote the integration of global issues, global awareness and social responsibility into language teaching (d) to promote awareness among language teachers of important developments in global education and the related fields of environmental education, human rights education, peace education and development education.

Type of Articles: practical descriptions of global issue/global education; classroom activities, teaching methods/approaches, curricula/course design, teaching materials, resources, opinion essays related to aspects of global issues, global education, and language teaching

Contact & Submission Details: Kip Cates, Tottori University, Koyama-cho, Tottori City, 680-8551 t/f: 0857-31-5650, <kcates@fed.tottori-u.ac.jp>

Material Writers SIG

Publication: Between the Keys

Approximate Publication Dates: published four times a year: spring, summer, special conference issue, and winter

Type of Articles: The editors welcome contributions in the following areas: publishing issues, classroom activities, page layout or desktop publishing, experiences in publishing or materials design, announcements of materials- related meetings or newly published materials, or any other articles focusing on aspects of materials writing or publishing.

Contact & Submission Details: Christopher Weaver, Editor, <ctw@ca2.so-net.ne.jp>

Other Language Educators SIG

Publication: Other Language Educators Newsletter

Approximate Publication Dates: Feb, June, Sept (Pre-Conference Issue), Dec.

Aims: 1) To keep those interested informed on the OLE scene 2) to provide detailed information on OLE related events, presentations, etc. and/ or administrative changes 3) to enable an exchange of opinions 4) to help those with presentations and proposals who may be interested, but never dare to present

Type of Articles: OLE-related or dealing with matters that are or may become of concern to OLE teachers or learners, detailed conference information, invited papers on specific subjects, submitted papers relevant to the OLE field

Contact & Submission Details: Rudolf Reinelt, Ehime University, Fac. of Law & Letters, Dept. of Humanities Bunkyo-cho 3, Matsuyama 790-8577, t/f: 089-927-9359 (w) <reinelt@ll.ehime-u.ac.jp>

Professionalism, Administration, & Leadership in Education SIG

Publication: Journal of Professional Issues

Approximate Publication Dates: Minimum twice a year on paper, with a third web-based version should budgeting become prohibitive. Deadlines for submission are not fixed.

Aims: To record and catalog cases of academic and professional issues which are either definitive of systemic problems within the Japanese education system, or are progressive steps towards amelioration or resolution; to propose goals and strategies for fostering better lives for educators in more rewarding professional positions; to attempt to show leadership in the academic world not merely in terms of pedagogy but also in quality of life, academic freedom, and job security.

Type of Articles: Articles on labor issues (such as previous or emerging permutations of the ninkisei term limitation system as it envelops all educators in Japan), professionalism (what should we as educators or administrators aim towards for ourselves or propose to the education system?), cautionary cases of abuses of authority and lessons to be learned from them when taking actions to avoid or prevent them in future.

Contact & Submission Details: Editor: Dave Aldwinckle, <davald@do-johodai.ac.jp> URL of mission statement and back issues: <http://www.voicenet.co.jp/~davald/PALEJournals.html>

Other: We at PALE are not averse to humor, poetry, or other submissions that may not be considered "proper" for more limited-view publications. We do, however, require the author to take full personal responsibility for the accuracy of data, claims, and charges made within the submission.

Teaching Children SIG

Publication: TLC (Teachers Learning with Children)

Approximate Publication Dates: 4 times a year: Jan, April, July, Oct

Aims: To provide a forum for teachers of pre-kindergarten through to upper elementary to share ideas and concerns, debate issues, share practical classroom ideas, review new materials on the market, enjoy feature articles by leading experts in the field.

Type of Articles: We are always looking for articles in any of the areas mentioned above.

Contact & Submission Details: Submissions are welcome in Japanese or English.

For English submissions, contact the Editor, Michelle Nagashima, T/F 048-874-2996, shel@gol.com

For submissions in Japanese, please contact our Co-Editor, Tom Merner, T/F 045-822-6623, <tmn@mn.ij4u.or.jp>

Teacher Education SIG

Publication: Explorations in Teacher Education

Approximate Publication Dates: January/February, May/June, September/October

Aims: To promote awareness of, and encourage collaboration in: professional (self) development, teacher training, teacher development, and teacher mentoring.

Type of Articles: In general, articles which serve the aims of publication, for example: member interests/profiles: 50-100 words; calls for papers, participation, or collaboration: 100-500 words; poems/essays: (variable); book reviews: 500 words; reports: 1000 words; articles: 1500 words; interviews: 2000 words

Contact & Submission Details: Our newsletter is published 3-4 times a year and submissions are accepted on an ongoing basis. Please follow the APA style for English articles; Japanese articles are also welcomed. Include a short abstract, biographical sketch, & contact information, as well as a list of 3-6 keywords pertaining to your article. Manuscripts, electronic mail, and enquiries can be sent to: Paul A. Beaufait <pab@pu-kumamoto.ac.jp>, Katie Datko <z96620@mailhost.kwansei.ac.jp>, or Shinichiro Yokomizo <yokomizo@educ.hiroshima-u.ac.jp>

Other: Manuscripts are subject to review by two readers. Evaluation is usually completed within one month. Writers will be notified of the acceptance of their articles. Selected articles may later be published on the TE SIG web page with the authors' consent.

Testing & Evaluation SIG

Publication: SHIKEN

Approximate Publication Dates: Three-four times a year. No fixed dates.

Aims: To provide a forum for the exchange of views on assessment-related matters; to keep membership abreast of current research and publications; to provide answers to questions readers may have

Type of Articles: Feature articles (no more than 3,000 words) We welcome manuscripts on language assessment, both theoretical in nature and dealing with classroom application the submissions should not be very technical in nature as we are a broad-based organization including both expert testers and novices. • Information about language testing-related events: symposia, conferences, etc. Also reports about these events. • Practical testing techniques: description and rationale. • Technical corner: readers can pose questions dealing with more technical aspects of testing. These will be forwarded to JD Brown at University of Hawaii who will respond.

Contact & Submission Details: Co-ordinator: Leo Yoffe Gunma-ken, Fujioka-shi Fujioka 280 375-0024; Editor: Cecilia B.Ikeguchi., Tsukuba Women's University Azuma 3-1, Tsukuba City , Ibaraki, 305

Edited by Malcolm Swanson

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A Month in the Life of TLT

A "Chapter in Your Life" Special Report

by joyce cunningham & miyao mariko

Have you ever wondered about all the nameless worker bees toiling behind this and other sections of your monthly Language Teacher columns? What truly goes on in the "hive" each month, and who is the queen . . . er king bee?

Well, the King bee (Malcolm Swanson) in all his wisdom has decided that we should all line up at attention at the door of the hive and hum . . . er describe our columns to you, our readers. Command performance? Right, Sire Malcolm! This month's profile, then, will acquaint you a little with these behind-the-scenes activities. You may even feel like joining us on the staff, and we would welcome you warmly.

So, let's get on with it! Amy Hawley and Sugino Toshiko, editors of the column **JALT News**, are buzzing so loudly and enthusiastically that we'd better start with them. **JALT News** summarizes important news happening at the National level. Between flights to the main flower garden located in the Central Office, Amy paused to say that she wants to increase readers' awareness of what officers are doing at the National Level. She stated that she has come up with a lot of good ideas from reading all the reports, and that some chapters have even voluntarily started sending them honey . . . er minutes, as well as exciting information about the events happening in their chapters. Amy believes that this is a great chance to meet a lot of interesting people in a variety of areas in JALT, and she is really enjoying working on this column.

Wearing two hats, Daniel McIntyre decided to become editor of the occasional columns **Education Innovations** and **Creative Course Design** partly to compensate for his chequered past, and to contribute to humankind. He took time off from cleaning out his cell in the hive (his wife is about to arrive back from her business trip to the Philippines) to report in for duty. In the column **Educational Innovations**, papers are welcomed which inform readers about developments in the organization of foreign language education at all levels and in neighbouring countries as well, where conditions confronting teachers and learners may be similar. Descriptions and evaluations of interesting/insightful developments at the institutional level, whether departmental, faculty, or whole institution are sought, as opposed to individual teacher-focussed developments in classroom teaching. Contributors are invited to write about interesting innovations related to new curricula/courses, extracurricular activities, or institutional organization. In his second column, **Creative Course Design**, Daniel wants to inform readers of the variety of new, stimulating courses being taught in the context of Japanese institutions. He is also soliciting descriptions of creative designs and syllabuses being used successfully on subjects the teaching community are already familiar with. It is Daniel's hope that the readers will share insights and be aware of the possible benefits that will inevitably come their way.

In another part of the *TLT* hive, Katharine Isbell and Oda Masaki ceased their diligence to tell us a little about their column **Book Reviews**. Katharine and Masaki's column provides information to *TLT* readers on useful teaching materials, in order to help them decide which materials are worth spending their hard-earned money on. They both stated that reviewing a book for the *TLT* is an excellent, thought-provoking writing activity, and hope more reviewers will volunteer after reading this. And contributors take heart! They are willing to work extensively with the reviewer. I see commander-in-chief Malcolm fairly beaming in their direction at all the hard work and energy they have put into this column.

Net Nuggets has editor Larry Davies scurrying about the hive in an effort to keep up with all the rapid changes on the Internet. For most readers, it may be difficult sometimes to keep abreast of the latest technical and pedagogical developments in using the Internet for language teaching, but Larry is there to inform us. He invites interesting submissions on useful sites from teachers at all levels. In addition, this helpful column directs teachers to language learning resources available on the Internet for a general language learning and teaching audience, and we thank Larry for helping out those of us who are less in the know.

A Chapter In Your Life

In the SIG corner of the *TLT* hive, you can usually find Robert Long, JALT2000 Conference Programme Co-Chair, and editor of the **Special Interest Group News** column. He'll be labouring away to forage out articles from our various JALT SIGs to better inform readers of issues and problems in research and professional ideas. Robert admires and is inspired by the dedication of the many people involved in the SIGs and cannot help but have more interest in his own career, especially when he encounters the commitment these same people have month after month.

Sandra Smith, Oishi Harumi and Scott Gardner are editors of the column **My Share**, a forum for teachers to describe classroom lesson plans that have worked well. **My Share**, the editors insist, is much more than a simple exchange of "hints for harried teachers." It demonstrates some quite thoughtful applications of the very theories and proposals found in the feature article section at the front of the journal. The editors hope to solicit more contributions from teachers of young people for, they say, even games for the smallest children, as long as they are original, are grounded in research and can benefit language educators and learners. Good work, Sandra, Scott and Harumi!

Not only is Brian Cullen one of the hardworking proofreaders for the *TLT* but he and Saito Makiko are also editors of the **Bulletin Board** column which posts announcements of upcoming JALT events, conferences, call for papers and so on. Sporting a delightful Irish accent when reached by phone at his cell, Brian supports supreme commander Malcolm in his effort towards more personalization for the *TLT* and less focus on the "academic" standards of research journals. Brian thinks that the *TLT* is a great forum that needs to reach out to the teachers' base that exists in Japan and prove each month that it is relevant to their professional lives. He marvels at all the work carried on in the *TLT* community over email (accepting submissions, editing, proofreading, and sending the finished product off to the printers) without ever coming face to face, and he is proud to be part of that special team spirit.

Bettina Begole and Natsue Duggan run the **Job Information Center/Positions** column, but they are quick to point out that the column, which provides information on jobs, is only the tip of the iceberg and the smallest part of what they do. We will see Bettina again in the JIC room on the conference site of JALT2000 in Shizuoka on November 3-5. In the JIC room, you can find information on available positions. Interested people can come to look for new employment, submit their C.V.s and sometimes, be interviewed on the spot by perspective employers. In addition, Bettina maintains a monthly email update for all those who wish to receive further information on employment developments. In the *TLT* **JIC** column, Bettina and her partner try to screen ads which may discriminate against age, gender, and nationality. They would like to receive ads that include more job openings for nonnative professional language teachers of English. They want to encourage institutions to submit ads for teachers of Chinese, French, German, Spanish and other languages.

Oh yes, and let us not forget Tom Merner, in charge of publicizing monthly meetings and other related events such as mini-conferences, book fairs, chapter retreats, and so on in the **Chapter Meetings** column. These timely announcements help to attract attendees to our chapter gatherings and increase interest among non-JALT members in participating in chapter events. Born and raised in Japan, Tom is completely bilingual, and for this reason is committed to increasing the amount of Japanese in the announcements, as it may be the first contact some Chapter people have with local members from their area. However, he confesses that the column is still far from achieving this goal. Tom feels that this first bit of Japanese directs the attention of first-timers and may trigger in them sufficient interest and courage to even attend a meeting. Tom hates long announcements that cause him to burn the midnight oil, especially after deadlines. He reminds overly enthusiastic programme chairs (those with a tendency to drone on) that the maximum length for chapter announcements is sixty words.

Diane Pelyk and Nagano Yoshiko edit the **Chapter Reports** column and wait each month for showerings of nectar from the chapters, telling the rest of our readers what is happening in each local area. They invite reports in either Japanese or English. **Conference Calendar**, edited by Lynne Roecklein and Kakutani Tomoko, keeps everyone informed of conferences around the world and their calls for submissions. And **Recently Received**, compiled by Angela Ota, offers would-be-reviewers choices of course books, supplementary texts, or teacher's references to try out and evaluate for the **Book Reviews** column.

But wait a minute, Mariko, we haven't mentioned our own column yet, **A Chapter in Your Life**. Two years ago, Andy Barfield came up with the great title and since that time, special mention goes to Ruth McCreery of The Word Works who has been marvellous at making borders and increasing the visual appeal. In the beginning, it certainly wasn't easy to find willing "victims," as we had no proven track record and were unknown, but lately, chapters and SIGs are approaching us with ideas and stories. We've had lots of adventures and in the process, we've learned heaps. I was even called a pedantic bug bear at one point while I was learning to edit. Our column has grown from a focus on the chapters, the grassroots of JALT, to include special SIG reports and now and then, submissions of a special nature. We now invite all chapters and SIGs, big and small, to write 800-word reports about their memorable activities, venues, members, challenges they have met and so on. It is a good way for all to share their creative solutions and build bridges in order to network with each other. I also hasten to say that I have the greatest partner in the world. Just when I'm on the point of going cross-eyed from working with our contributors to edit and polish their reports, Mariko quietly, capably takes over and does all the formatting and finishing touches that *TLT* demands. It's not such a scramble anymore, thank goodness, and we look forward to the variation each month brings us.

Joyce Cunningham and Miyao Mariko

Deep in the hive, you'll find another group quietly working away under the paternal gaze of our Assistant Editor, Paul Lewis. These people patiently and professionally proof our work each month, ensuring that *TLT* is able to maintain the high standards it does. It is from this pool of proofing staff that we draw our new column editors. At the end of the editing chain, the ever alert Aleda Krause is ready and waiting to pounce on anything we've overlooked, before sending it off to Ruth and her Word Works team. (See The Word Works story for more on what they do.)

And finally, it would "bee" very unfair of us not to mention Malcolm Swanson; a scholar, techie, gentleman and our noble *TLT* leader who has just taken over the responsibility of directing the hive. Head bee—nimble minded, full of vision and plans—we support you Malcolm and applaud the many ideas you want to implement in the months to come. May our magazine prosper under your guidance. And last, but not least, our thanks to all the "workers" for their dedication, drive, and determination to put out interesting and varied columns while balancing the needs of school, family, and friends. Oh yes and *naruhodo*, we salute you, our readers, and thank you for your support, positive feedback, and assistance.

Scott Gardner

A Word about The Word Works

After all the work everyone else has put into *TLT*, it's hard to imagine what could be left for us, your friendly neighborhood Word Works, to do. But there's always more than enough to keep us hopping.

In principle, our contribution is to develop a basic template for the magazine—a design that works, given the nature of *TLT* and the budget available—and then format the articles, which arrive at the end of the month for the front half and on the fifth for the back, and pour them into the layout template. When everything is roughly in the layout, we generate the pdf files from which the proofreaders now work and zip them off by email. (Considering that until we started working on *TLT*, the layout was physically cut and pasted, by the way, I think we're pretty amazingly high tech.)

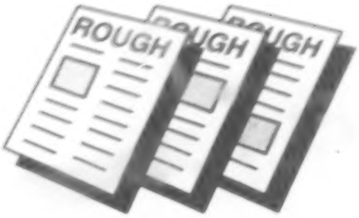
By then, it's the tenth of the month. A few days later, with the keen-eyed proofreaders' comments in hand, we start correcting the errors that managed to slip past the first set of proofreaders. We also start tweaking the layout, to make it smoother, more consistent, and, somehow or other, divisible by four when the advertising pages are added.

When that magic number has been achieved, we generate pdfs again and throw them at the editor. If the editorial arithmetic agrees with ours and no one discovers a missing article or other cause for hysteria, then we tidy up the layout yet again, produce the table of contents, stare at it a little more, then, usually on the seventeenth, print and call the *takkyubin* man, before the bloom goes off.

Executing the design, and making continuing refinements in it, is satisfying, but it's the points where things go wrong that make working on *TLT* exciting. The occasional virus arriving with a *TLT* file, styles conflicts that trash PageMaker, an article that has mysteriously lost all spaces between words, a photograph with ink across a Very Important Person's face: *TLT* gives us endless opportunities to demonstrate our coping skills.

A certain amount of creative satisfaction, the occasional adrenaline hit of crisis successfully contained: that would be enough to make working on *TLT* gratifying. But we also gain from being part of a dedicated team contributing so much energy to sustaining and improving the magazine—not for fame or fortune, but to help other language teachers. Editors, proofreaders, contributors: you are all amazing.

Ruth McCreery



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My Share

edited by scott gardner & oishi harumi

Pass It Around

John Dutton, *Apple English Center, Ikeda, Osaka*

The focus of this activity is on cohesion in student-written dialogues. It is a multi-skill activity that is fast-moving, fun, adaptable to different situations, and that requires minimal preparation by the teacher.

Students in Japan, especially in junior high school and high school, are often very talkative in Japanese, but seem shy and reluctant to speak in English, despite having acquired the English skills necessary to do so. Dialogue writing can play an important role in developing students' communicative abilities, and can be seen as one step along the road to more spontaneous oral communication.

In the procedure outlined below, I will assume the class consists of twenty junior high school students, working in five groups of four. The timing of each part of the activity is, of course, approximate.

Teacher preparation before class (two minutes)

Take a B5 piece of paper and write "A: B: A: B:..." down the left-hand side. Make four photocopies of this page (groups of four). Write a number one to four in the top right-hand corner, and an opening comment for "A" on each of the four photocopies. Vary the opening comments so that (hopefully) a variety of dialogues will result, for example:

1. What are you doing today? (present continuous)
2. How was your weekend? (past simple)
3. Happy Christmas! (present simple)
4. Hello! (free)

Photocopy each piece of paper five times (five groups).

In class—writing stage (ten minutes)

Organize groups of four. Hand out the dialogue sheets, one set to each group, one sheet for each student. Each student must then continue the dialogue by writing, in pencil, one line, then pass their paper clockwise to the next student. In the meantime, a piece of paper may have arrived from the previous student. The recipient must then quickly read the dialogue so far, and continue with an appropriate line of writing. It is easy at first, but as the papers get passed around, the dialogues get longer, and it becomes more difficult to write cohesively. The teacher monitors the writing stage, assisting if and where necessary.

The students seem to enjoy the "race against time" nature of the activity. Large differences in student ability do not seem to pose too much of a problem. Better students realize they have more time and use the extra time to write longer, more interesting sentences. Slower students may find that pieces of paper are piling up, but can pass them on quickly by writing shorter statements (O.K., Yes, That's right, etc.). The writing stage stops when the bottom of the page is reached, or after a set time.

Editing stage (two to three minutes)

Each student takes one dialogue and corrects any errors, discussing changes with other members of the group if necessary. The teacher imposes a time limit, and monitors progress.

Assessment and performance stage (ten minutes)

Still in groups of four, each student role-plays one of the dialogues with another student. All students in the group assign a score (out of ten, perhaps) to each dialogue (a small score chart could be included on each photocopy to facilitate this); this gives the two students not role-playing the dialogue a reason to listen carefully. The teacher continues to monitor. The two best dialogues from each group are then performed for the whole class (so that every student gets a chance to perform).

Correction

As a skills activity, the emphasis is on fluency, rather than accuracy. To what extent the teacher decides to correct the work at each stage will depend upon the particular situation and the philosophy of the teacher. While some teachers may feel uneasy about having students listen to dialogues containing errors in the performance stage, too much correction may be demotivating to students.

Resource

Obviously, twenty original student-produced dialogues are a valuable resource! They can be dated and put in a class folder for future use. Some students like to decorate the dialogues with pictures and colour; then the dialogues can be displayed on the wall.

Other factors

Depending on the individual situation, various factors may contribute to making this activity more effective. I will consider just one here, that is pre-teaching. Before the writing stage, it might be a good idea to show students two example dialogues, one with very good cohesive qualities (a nice "flow"), and the other very disjointed. Point out the merits and demerits of each.

Also, it might be useful to teach some cohesive strategies. For example, "By the way" or "Anyway" can be used to avoid abrupt changes of topic in the dialogue. Also, A and B should probably have an equal share of the dialogue, both asking questions, both seeking confirmation or acceptance, etc.

Conclusion

I have found this to be a very enjoyable activity, which produces a good deal of concentrated effort by students in the writing stage. It allows students to express themselves relatively freely and gives them an opportunity to reflect upon and assess their own work. The teacher is left to monitor the activity as it proceeds and to note any areas of difficulty for later remedial work.

Quick Guide
Key words: Writing, Self-assessment
Learner English Level: All levels
Learner Maturity Level: Junior High to Adult
Preparation Time: Two minutes
Activity Time: Varies

Teaching Culture: A Variation On Jigsaw Reading

Helen Korengold,
ESL Department, Minnesota State University-Akita

One of the challenges of developing a content-based English for Academic Purposes (EAP) course is how exactly to exploit authentic, academic text so that students improve reading and other language skills in a communicative, meaningful context. Although there has been some debate about the usefulness of authentic materials for the language learner, an EAP program that is training its students to eventually attain the necessary skills to function in a foreign (British, American, etc.) university has no choice but to expose students to authentic materials as early and as much as possible. What teachers do with this sometimes very difficult material in order to address skills such as speed, skimming, guessing at meaning, developing vocabulary, critical evaluation, and other competencies needed at higher education levels, is a critical factor both in course development and in day-to-day teaching methods.

One reading activity which can be used with content-related articles or portions of a textbook encompasses a variety of reading skills and also involves interaction and cooperative work with the aim of mastering a specific content area critical to the subject area. The activity is a variation on jigsaw reading.

Materials

Two very similar readings of about equal length within the content area are required; for example, readings about two cultures within the same environment would be ideal. The activity could also be used for a comparison of animal or plant species. For an EAP Sociology class I used text extracts of two case studies by Margaret Mead about two tribes of Papua New Guinea that she researched, the Mundugamor and the Arapesh. Although the tribes lived within very close proximity of each other in an almost identical environment, they developed radically different cultures; each text extract summarizes the values, cultural practices, family life, economies and work systems, personality traits, and rituals of one of the tribes. Although the cultures differ greatly, the two articles have a similar structure, length (about 1000 words), and topic organization.

Pre-reading

Students are initially paired so that their partners have the same article; the room can be divided in half accordingly, "A Article" on one side and "B Article" on the other. Because both articles deal with tribes in the same country, pre-reading activities can be carried out with the entire class. Students locate New Guinea on the map and briefly discuss what they already know or may have heard about the country. What kind of terrain and climate might they expect? What kinds of cultures may have developed in such an environment? What impressions or stereotypes do students have of the tribes that live there? Other such points can be briefly elicited and discussed.

Reading

1. In pairs, have each student read three random sentences from the article, and state their impressions to their partners.
2. Carry out a three-minute timed reading in which students skim for general meaning.
3. Turning over the article, students write two or three sentences about what they recall. Partners can then compare what they wrote.
4. Students read the first paragraph without a dictionary and lightly mark any unknown words. Together pairs guess possible meanings and compare their words.
5. Students now have five minutes (or more, depending on reading levels and text difficulty) to read the entire excerpt. Students may take notes on important areas or use highlighters, whichever is preferred. They can then work with their partners to clarify meaning.

Presentation Preparation

Students now prepare a short talk about the tribe they've read about. Together partners:

1. Outline the key points they want to cover,
2. Practice a three-minute presentation of the tribal

culture,
3. Prepare a list of questions they want to ask the other group about their tribe.

Jigsaw

1. Students now pair up with someone who read about the opposite tribe.
2. One student gives a presentation and the other asks the questions already prepared. Other questions will probably arise and should be encouraged.
3. The students then change roles and everyone in the class now has an overview of both tribes.

These particular readings, and many others which deal with two cultures in similar environments, are an eye-opening study which demonstrates clearly the premise that culture is learned. Students are routinely amazed by the radical differences between these two tribes, and further activities can focus on comparing them and on exploring the real meaning of culture. Because of the communicative aspects of the reading activity, the content has become mastered in a meaningful way and, at the same time, various language skills have been practiced.

Quick Guide

Key Words: Reading, Culture
Learner English Level: High Intermediate to Advanced
Learner Maturity Level: College or University
Preparation Time: Varies—time needed to locate appropriate readings
Activity Time: About ninety minutes

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Book Reviews

edited by katherine isbell and oda masaki

Pronunciation Plus—Practice Through Interaction. Martin Hewings and Sharon Goldstein. Cambridge: Cambridge University Press, 1999. Student Text: pp. vi + 146. ¥2890. ISBN: 0-521-57797-7. Teacher's Manual: pp. x + 148. ¥3480. ISBN: 0-521-57796-9. Audio cassettes (4) ¥12,600. ISBN: 0-521-57795-0.

Pronunciation Plus, as its title suggests, is a comprehensive workbook covering English pronunciation. It is divided into eight parts: vowels, consonants, consonant clusters, stress and rhythm, sounds in connected speech, intonation, sounds and grammar, and pronouncing written words. Each of these parts is further subdivided into between six and eight units, giving a total of sixty units in all. What the title does not suggest, however, is that the book covers only North American English, and so those teachers who feel uncomfortable with teaching a pronunciation in which they are nonnative or with which they are unfamiliar may wish to consider an alternative work. Since the student textbook provides some information on the few dialectal differences within North American English, and the teacher's manual provides supplementary explanation on differences within World Englishes, the scope of the book could have been easily broadened to encompass all English varieties, in my view a costly (pun intended) oversight.

As the authors state in their foreword to the teacher's manual, the parts and units are not intended to be taught in any particular order. Whilst the well-structured order in which these do appear in the textbook as a whole does not prevent a straight ploughing-through, the sheer quantity of material probably does. Moreover, as *Pronunciation Plus* is not geared towards any particular first-language target group, I found myself quickly picking out those units that focus on the perennial pronunciation problems of Japanese students, most of which have a unit to themselves, such as differentiating /l/ and /r/ (unit 15), /b/ and /v/ (unit 12), consonant clusters (units 17-22), and sounds in connected speech (units 31-37).

The units themselves are, on average, divided into approximately eight tasks, the first few of which use the traditional discriminate-repeat-correct methodology. The *Plus* is that later tasks are based on a more communicative approach, with students required to identify, discover rules, and exchange information via pair or group-work. Sections are supplemented by (as usual, extortionately expensive) cassette recordings, and some initiative is required in order to carry out all the tasks without them. While vocabulary is limited to intermediate student level—though some of the later units, especially those on stress, rhythm and intonation, cover pronunciation problems well beyond this level—any linguistic terminology is restricted wholly to background notes in the teacher's manual. While sympathising with the authors decision to go for the "nothing" as opposed to the "all" approach as far as the inclusion of linguistic terminology is concerned, some pronunciation problems—for example, the phonetic value of regular past tense *-ed*—could have been much more astutely explained through some basic phonetics such as a simple explanation of voiced v. voiceless.

My main gripe, however, with what is a pedagogically sound and thorough textbook is the authors' bizarre choice of phonetic transcription system. Having decided to eschew IPA, the curious "halfway house" employed does not correspond to any used in a major dictionary nor is any explanation of their choice offered in the teacher's manual. Given the reality that different dictionaries use different transcription systems, the adoption of a system employed by one major dictionary may have been more appropriate for students.

Reviewed by Mark Irwin
Hokkaido University

Springboard 2. Jack C. Richards. New York: Oxford University Press, 1999. Student Book: pp. 74. ¥1984. ISBN: 019-435353-2. Cassettes: ¥6300. ISBN: 019-435355-9.

Springboard 2, the latter half of a two-level textbook series, is a recent entry into the crowded field of theme-based textbooks that focus on speaking and listening skills for young adult learners at the pre-intermediate to intermediate levels. It stands tall among its competitors due to its topic selection, creative projects, and attractive layout.

Each of the twelve units explores a single topic, and these were chosen as a result of student surveys conducted. While some topics such as friendship, money, and values come as no surprise and can be found in many textbooks, others such as stress and solutions, challenges, color and design, and theme parks are more refreshing and indicate that student voices were indeed heard during the selection process. Some teachers may be distressed by the prospect of replacing seemingly weightier topics with the likes of theme parks, but such a switch may be just what is needed to get otherwise disinterested or reticent students to start chatting.

A set of projects sandwiched between the units and the text's glossary stresses creativity and culminates with directions for sharing the end product. Most of the projects work well as either individual or group tasks, and each one contains helpful graphics depicting the necessary tools and a finished model. As surveys, maps, collages, and so forth are the norm, expect a rather heavy investment in markers, poster paper, and other construction materials.

Springboard 2's layout has an attractive color scheme, and people are depicted in either photographs or light-hearted cartoon-like depictions, thereby avoiding the realistic drawings that some students find so dull. Also, although this textbook does not claim to be specifically targeted at Asian learners, familiar images such as Hello Kitty, Doraemon, and even a Fendi bag will likely elicit gasps of recognition from Japanese students.

Teachers of lengthy courses may find the offerings of *Springboard 2* to be a bit sparse. Each unit is only four pages long, and roughly half of each page is devoted to photos and other graphics. However, those of us who enjoy supplementing course texts with other materials will appreciate the *Springboard* website (www.oup.com/elt/springboard). For each unit, it offers a short reading passage as well as several web links with directions for classroom activities based on materials printed from the links. Although *Springboard* cannot guarantee the consistency of the links, my random sampling found 9 of 10 suggested links were active and contained information compatible to the suggested activity. Also, a bulletin board for *Springboard* teachers to exchange ideas is promised to start in the future.

The text does have some limitations. The definitions offered in the ten-page glossary are confined to how the words have been used in the text. For example, *alien* is simply defined as *someone from another planet*. None of its other meanings are included. Also, many glossary entries are phrases rather than single words. For example, if a student only looks up *background* upon reading *family background* in the text, the search will end in frustration. Unfortunately, there is no indication in the text itself that phrases such as *family background* should be treated as a single unit.

Springboard 2's listening component is adequate, and the tapes offer a particularly wide variety of English accents. However, most dialogues are spoken at a relatively slow pace with exaggerated intonation and enunciation. Thus, teachers who wish to expose students to natural and authentic English usage even at pre-intermediate levels may find themselves scrambling to find listening supplements.

Springboard 2's brief and colorful units are engaging, and teachers can stretch out the topics that prove most appealing with the help of the project file and web-based support. Also, at a lean 74 pages, my students no longer grumble about sore shoulders from lugging a heavy English textbook around town.

Reviewed by Thomas Mach
Language Center, Kwansei Gakuin University

Cambridge International Dictionary of Idioms. Cambridge: Cambridge University Press, 1998. pp. xv + 587. ¥3280. ISBN: 0 521 62567 X.

An idiom is a phrase whose overall meaning differs from the individual meanings of its constituent words. Idioms abound in English, and accordingly, must be mastered for complete competence. Yet their use, both productive and receptive, is perhaps the most difficult aspect of English for many Japanese students. Indeed, it is often the lack or misuse of idioms that sets a high-level nonnative learner apart from a native speaker. As a result, the *Cambridge International Dictionary of Idioms* (*CIDI*) will appeal to advanced learners who wish to make the final leap towards full language mastery.

Approximately 7000 contemporary idioms are listed in the alphabetical order of a key word within the idiom. Where there is more than one key word—as is the case with most idioms—it can be first looked up in the index at the back. For example, the idiom, *throw good money after bad* appears under *good* in the main part of the dictionary, but in the index is classified four times under *throw, good, money* or *bad*. Each idiom is defined using a vocabulary of 2000 basic words and also comes with an example of usage derived from the Cambridge International Corpus. Regional and register labels (e.g., British, mainly American, informal, or humorous) are given where necessary. Common and useful idioms are highlighted. This should benefit learners, especially those who are studying for examinations.

The *CIDI* has two features that take it beyond merely an aid to reading and put it ahead of its rivals. First, in an attempt to make the dictionary more accessible to writers, there is a section entitled Theme Panels, which groups selected idioms into one of sixteen topics, for example, business, health, and money. Writers looking for a suitable idiom can search under one of these topics. Moreover, there are several pages of photocopiable exercises, complete with answer key, which can be used as an effective learning tool.

So far, so good; however, there are a few minor shortcomings. There is no cross-referencing by page number from the keywords listed in the index as there is in the *Chambers Dictionary of Idioms* (1996). Entries in the Theme Panels and the answer key of the exercises are similarly unreferenced. This makes moving around the dictionary unnecessarily slow. Also, the *CIDI* limits its coverage to those idioms in current use in Britain, the U.S., and Australia. Why exclude Canada, New Zealand, or anywhere else English is spoken? After all the word international is used in the title. Finally, a better explanation of the nature and types of idioms could be included (e.g., *COBUILD Dictionary of Idioms*, 1995).

Still, the above weaknesses do not detract from the overall effect of this dictionary which is to provide users with a specialised and informative resource to complement their existing dictionaries. I would have no hesitation in recommending the *CIDI* to advanced students of English.

Reviewed by Brian Perry
Otaru University of Commerce

References

Chambers dictionary of idioms. (1996). Edinburgh: Chambers Harrap.

COBUILD dictionary of idioms. (1995). London: HarperCollins.

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of April. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

!**Situational English**. Broadway, D. et al. Tokyo: Nichibei—Nan'un-do, 1994.

!**Internet English: WWW-based Communication Activities** (student's, teacher's). Gitsaki, C., & Taylor, R. New York: Oxford University Press, 2000.

!**The Oxford Picture Dictionary** (monolingual, English-Japanese, teacher's, beginning workbook, intermediate workbook, cassette). Shapiro, N., & Adelson-Goldstein, J. New York: Oxford University Press, 1998.

Supplementary Materials

! **Longman Grammar of Spoken and Written English**. Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. Harlow: Pearson Education Limited, 1999.

Alexis, the Ecomium TOEIC Test Preparation System (CD Rom). Okanagan University College. Cincinnati: Encomium Publications, content ©1996-2000.

For Teachers

(Contact the *JALT Journal* Reviews Editor to request the following books.)

Essentials of English Language Testing. Kitao, S., & Kitao, K. Tokyo: Eichosha, 1999.

Fundamentals of English Language Teaching. Kitao, S., & Kitao, K. Tokyo: Eichosha, 1999.

***Language Teaching: New Insights for the Language Teacher**. Ward, C., & Renandya, W. (Eds.) Singapore: SEOMEO Regional Language Centre, 1999.

***Professional Development Collection: Using New Technology in the Classroom**. Brown, K. Sydney: NCELTR, 1999.

JALT News

edited by amy e. hawley and sugino toshiko

This month, I have once again included the Call for Nominations in both English and Japanese as contributed by Peter Gray, the National Elections Committee Chair. Please be sure to take a look at it again and spread the word to the chapters and SIGs that you are active in.

Well, as everyone knows by now, the Executive Board Meeting was held on January 29-30 at Sophia University in Tokyo. It was quite a productive weekend and JALT owes a very big thanks to Tim Knowles for making reservations for us and making us feel at home. We all had a wonderful time due to his efforts. Thanks, Tim!!!

At the EBM, the main area of business that was discussed was the budget for 2000-2001. The Financial Steering Committee Chair had already compiled a budget with numbers given to her by people representing all areas of JALT. Each person who was responsible for a particular area of the budget discussed it and by Sunday afternoon, the Finance Team, led by David McMurray, the Director of Treasury, passed the following budget for the 2000-2001 fiscal year:

REVENUES	
membership dues	38,594,500
sales and services	1,012,881
other receipts	2,456,000
publication receipts	10,195,000
conference and programs	29,460,000
TOTAL REVENUES	81,718,381
EXPENSES	
chapter grants	7,190,000
SIG grants	800,000
other grants	0
meetings	1,100,000
administration JCO/nat. off.	28,139,000
other	3,479,689
publications	18,871,000
conference	21,179,550
TOTAL EXPENSES	80,759,239
GAIN	959,142

Congratulations to the Finance Team for a job well-done.

I think the previous line should be rewritten as: They stated that the budget formulated last year does reveal the targeted gain of 800,000 yen. And they are once again on their way to steering JALT straight ahead toward another successful financial year.

In next month's JALT News look for some words from the newly elected National Directors and more January EBM news.

submitted by Amy E. Hawley

Presidential Election Results Confirmed

At their January 29, 2000 meeting, the JALT Executive Board approved the Nominations and Elections Committee's motion that Thom Simmons be recognized as the winner of the 1999 election for JALT president because the only other candidate withdrew from the race before balloting ended. Thom will serve for two years beginning January 1, 2000.

Peter Gray
NEC Chair 2000

Call for Nominations

Nominations are now open for the following JALT national officer positions:

Director of Program—Supervises the arrangements for the annual conference; plans special programs and workshops which will be made available to Chapters and SIGs.

Director of Treasury—Maintains all financial records; collects and disburses all funds of the organization; presents an account of the financial status of the organization.

Director of Public Relations—Coordinates JALT publicity; promotes relations with educational organizations, media, and industry; acts as liaison with institutional and commercial members.

Auditor—Inspects the status of JALT's business and assets; presents opinions to the Directors concerning JALT's business and assets; reports to the General Meeting or to the concerned governmental authority concerning any problems with JALT's business and assets.

All terms are for two years beginning on January 1, 2001. Further descriptions of these positions can be found in the constitution and bylaws of JALT as published in *The Language Teacher* April Supplement: Information & Directory of Officers and Associate Members.

All nominees must be JALT members in good standing. To nominate someone (yourself included), contact Peter Gray in writing by letter, fax or email at 1-3-5-1 Atsubetsu-higashi, Atusbetsu-ku, Sapporo 004-0001; f: 011-897-9891; email: pag@Sapporo.email.ne.jp.

When making nominations, identify yourself by name, chapter affiliation and membership number, and include your contact information. Identify your nominee by name, chapter affiliation and membership number, and include his/her contact information. The deadline for nominations is MAY 31, 2000.

Candidates who accept their nomination will be asked to submit their biodata, statement of purpose, and a photo by JUNE 10, 2000.

JALT's new NPO bylaws stipulate that voting for national officers begin 80 days before the General Meeting and end 30 days before the General Meeting. Therefore, this year ballots will be included in the August issue of *The Language Teacher* and voting will end on OCTOBER 5, 2000.

Anyone with further questions about the elections should contact Peter Gray at the numbers above.

JALT2000 Conference News

edited by l. dennis woolbright

The Granship: Shizuoka Convention and Art Center, designed by world famous architect Arata Isozaki, is home to JALT2000. Looking very much like Noah's Ark at the foot of Mount Fuji, the Granship could not be a better place for JALT, since it too is the flagship of language teaching and learning in Japan, pointing its bow towards the new millennium. The motto of Granship is "Attentiveness, Kindness and Flexibility," all qualities of effective language teaching too!

Only an hour from Tokyo and two hours from Osaka, this centrally located facility is a three-minute ride from Shizuoka Station.

The first day of the conference will be devoted to workshops sponsored by JALT's Associate Members. Over the next three days the plenary sessions, workshops, colloquia, demonstrations, discussions, forums, poster sessions, and swap meets will be held. The special sessions for nonnative speakers of English will again be a part of this year's conference and a special child-care, child-learning center is in the planning stages. Watch this column in the future for more details.

JALT2000 Featured Speaker Workshops

Cambridge University Press

Jack C. Richards—Designing Reading Materials: The New Millennium

Brian Tomlinson—Materials for Language in the Mind

Oxford University Press

Sally Wehmeier—From Corpus to Classroom: Dictionary Making and Use

Norma Shapiro—Travelling the Road to an Active Vocabulary

Aston University

Chris Gallagher—Writing Across Genres

The ELT Software Store

Frank Otto—Language Acquisition and Technology: The Time is Now

David English House
Dave Willis—Grammar and Lexis in a Task-Based Methodology

The British Council/GALE (SIG)
Jane Sunderland—Researching Gender in Language Education

Dyned
Lance Knowles—Integrating Multimedia into Language Teaching

MacMillan
Miles Craven—Mind Maps: What are They and How do They Work?

Pearson
Steven Molinsky—Strategies for Dynamic Classroom Interaction
Kate Wolfe-Quintero—Listening for Language Awareness

Plenary Speakers

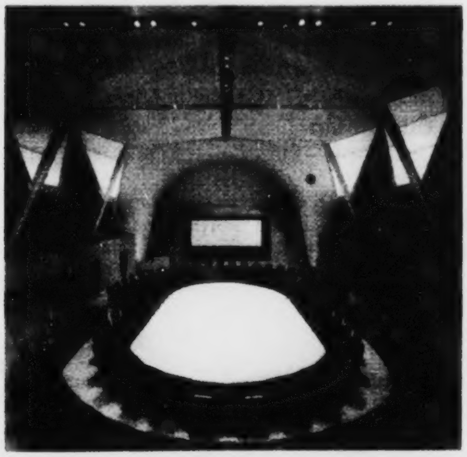
Anne Burns, Macquerie University, Australia
Torikai Kumiko, Rikkyo University, Japan

Special Guest Plenary Speaker

Jane Sunderland, Lancaster University, U.K.

November 2-5, 2000
The 26th Annual International Conference on Language Teaching and Learning & Educational Materials Exposition

For information or registration contact JALT Central Office: t: 03-3837-1630; f: 03-3837-1631; email: jalt@gol.com; http://www.jalt.org/



Granship, Shizuoka

Bulletin Board

edited by david dycus and kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a **paragraph format** and not in abbreviated or outline form.

The Language Teacher Staff Recruitment

The Language Teacher needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to William Acton; JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp.

Special Interest Groups News・研究部会ニュース

edited by robert long

Interested in learning more about your SIG? Please feel free to contact the coordinators listed after this column.

各分野別研究部会の活動等に関するお問い合わせは、コラム下に掲載の各部会コーディネーターにご連絡ください。

CUE—Don't forget about the CUE conference on "Content and Language Education: Looking at the Future" held in Keisen University, in the Tama Center of West Tokyo, May 20 and 21.The CUE SIG in association with GALE, GILE, MW, Video, and Pragmatics invites proposals for presentations, workshops, roundtables, and demonstrations on the theme of content-centered language learning. The scope of the conference includes content- and theme-based education, sheltered learning, and content classes taught in the learner's second language, with possible connections to skill-based learning and the learning of foreign languages for specific purposes. The aim of the conference is to explore how such approaches to learning language are being implemented in Japan and neighboring countries, what issues arise from their implementation, and the future they have within individual classrooms, institutions and education systems. It is also the aim of the conference to offer practical, hands-on workshops to help participants conceive, plan, and implement their own content-centered courses. We hope to answer several questions such as: What language and language-learning theories lie behind content-centered approaches? What forms can content-centered learning take? What content can be used/is being used now? Details are available at www.wild-e.org/cue/conferences/content.html

FLL—Members of the Foreign Language Literacy SIG should now have the Spring/Summer issue of *Literacy Across Cultures*. Contact David Dycus at dcdycus@japan-net.ne.jp about *LAC* or Charles Jannuzi about the newsletter if you do not receive your copies.

4月までに外国語リテラシー部会の各会員まで会報「Literacy Across Cultures」春夏号が届く予定です。不明な点等は英文記載各編集担当までご連絡ください。

GALE—Please join us in the GALE room at the CUE SIG conference, May 20-21 in Tokyo (see CUE column for details). Bring 50 copies of an activity you have created for teaching content related to gender in the EFL classroom, and walk away with enough material for a yearlong course.

Also, don't forget to sign up for GALE's retreat and symposium "Triads: The Construction of Gender in Language Education" June 24-25 in Hiroshima. Register with Cheryl Martens (f: 082-820-3795, email: cmartens@z.hkg.ac.jp, t: 082-820-3767).

Finally, GALE is co-launching a new *Journal of Engaged Pedagogy*, and we'll be inviting people to submit articles and join our editorial staff at both the CUE conference and the GALE symposium. Contact the GALE coordinator for more information.

5月20-21日開催の大学外国語教育部会会合(詳細は下記CUE部会案内参照)内のG A L E 部会室へお越しください。皆様が作成したジェンダーに関連した話題を指導するアクティビティー案を5０部お持ちくだされば、参加者全員の指導案をお持ち帰りになることができます。また、6月24-25日に広島で開催される当部会会合へもお申し込みください。

Teacher Education—Action Research Weekend Retreat. The Retreat will be held at British Hills, 1-8 Aza Shibakusa, Oaza Tarao, Ten'ei Mura, Iwase Gun, Fukushima, on April 22-23. The weekend is co-sponsored by JALT Teacher Education SIG and the JALT Ibaraki Chapter. British Hills is an English-style village built on top of a mountain in the middle of the Japanese countryside. The site has guesthouses and various sports and leisure facilities. The core programme is a series of group workshops and plenary sessions centring around Action Research in the Japanese classroom, with separate but parallel programmes for those new and familiar to action research. Plenary sessions will be led by Andy Curtis from the University of Hong Kong. Some of you may remember him from JALT99 at Maebashi. Numbers are limited, so please apply early to avoid disappointment! The deadline for registration is Friday, April 7. For online registration visit the Teacher Education SIG website: http://members.xoom.com/jalt_teach/. If you would like more information or a registration form, please contact Colin Graham, site coordinator, at t: 0248-85-1313, f: 0248-85-1300, or COLIN_JAPAN@hotmail.com.

教師教育部会および茨城支部の共催で4月22-23日、福島県のブリティッシュ・ヒルズにおいてアクション・リサーチに焦点をあてた会合を開催いたします。ホンコン大学のAndy Curtis氏を迎え、アクション・リサーチに関するワークショップや講演を予定しております。申し込み締切日は4月7日です。お申し込みの詳細については英文を参照してください。

Teaching Children—Do you want some inside information on programs for learning to teach children? Check out the April issue of TC-SIG's newsletter *Teachers Learning with Children*. It's full of program descriptions, reviews and tips for finding out more about how to teach kids.

児童語学指導に関連した催しに関する情報に興味をお持ちですか当部会会報「Teachers Learning with Children」4月号をぜひお読みください。各催しに関する情報、批評記事、その他児童指導に関する情報を満載しております。

Culture (forming)—Cosponsored by the newly forming Culture SIG, West Tokyo Chapter, and Oxford University Press, "Cross-Cultural Awareness in the EFL Classroom" on April 16th, will offer three presentations. See details in Chapter Meetings (West Tokyo).

SIG Contact Information

Bilingualism—Peter Gray, t/f: 011-897-9891(h); pag@sapporo.email.ne.jp
Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); elin@gol.com
College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp
Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); kcates@fed.tottori-u.ac.jp
Japanese as a Second Language—Stacey Tarvin Isomura; stacey@gol.com
Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); barrym@gol.com
Learner Development—Hugh Nicoll; t: 0985-20-4788 (w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp
Material Writers—James Swan; t/f: 0742-41-9576(w);

swan@daibutsu.nara-u.ac.jp

Professionalism, Administration, and Leadership in Education—Edward Haig; t: 052-805-3875(w); haig@nagoya-wu.ac.jp

Teacher Education—Lois Scott-Conley; lois.scott-conley@sit.edu

Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com (English); elnishi@gol.com (Japanese)

Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); lyoffe@edu.gunma-u.ac.jp

Video—Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com; or januzzi@edu00.f-edu.fukui-u.ac.jp

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); cheiron@gpwu.ac.jp

Forming SIGs

Pragmatics—Yuri Kite; ykite@gol.com; Eton Churchill; PXQ00514@nifty.ne.jp; Sayoko Yamashita; t/f: 03-5803-5908(w); yama@cmn.tmd.ac.jp

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; malang@gol.com

Cross-cultural Behavior & Intercultural Communication—David Brooks; t: 042-778-8052(w); f: 042-778-9233; dbrooks@planetall.com

Chapter Reports

edited by diane pelyk

Ibaraki: January 2000—*Adding "E" Factors to Student Evaluation* by Bob Betts and ***Goodbye Speech Contest—Hello Interactive English*** by Roger Pattimore. Betts, the first presenter, has tried to develop an objective grading system for EFL teachers. It consists of several categories: attendance (20%), class participation (30%), tests (30%), and miscellaneous projects, reports, and homework (20%). The presenter strove for a system in which the students were required to do various activities that resulted in an accumulation of points in each category. The students' grades were then calculated from computer-generated spreadsheets. To inform them of their standing relative to other class members, the students were given a grade sheet containing their personal score and the highest score of the class. The audience agreed that oral English can actually be effectively and fairly evaluated.

According to Pattimore, the usefulness of the traditional speech contest has been questioned recently. The "Interactive English Forum" requires participants to engage in natural English conversation with each other rather than giving prepared speeches to audiences. After watching a ten-minute video of the forum, the chapter members were asked to evaluate the spontaneous communication skills of four junior high school girls. The actual grading format was used. In the discussion period, comparisons were made between traditional speeches and the new English Interactive Forum. In addition, questions were raised about current methodologies in English classrooms and the resulting EFL communication skills. The presenter would like to see a more communicative classroom that would result in higher levels of motivation and authentic language production.

Reported by Duane Isham

Kitakyushu: January 2000—*EFL Goal Orientations of Japanese College Students* by Neil McClelland. This presentation was based on a questionnaire administered to 250 second-year college students in Yamaguchi and Fukuoka Prefectures and follow-up interviews. Having long believed that Gardner's findings on instrumental and integrative motivation were not applicable to EFL students, he built upon the research of Clement, Dornyei, and others to design a questionnaire to elicit the most likely reasons for his students studying English. Using the Varimax Rotated Factor Pattern Matrix, he identified seven orientations listed here in order of descending student endorsement: travel, xenophilia (love of foreigners), English media, personal development (perhaps better defined as meeting societal expectations), socio-cultural identification, and curricular importance. Average student responses in each category, based on a Likert Scale with 5 for strongly agree and 1 for strongly disagree, ranged from 4.1 to 2.9. McClelland attributes the neutral response to questions dealing with identification (integration) to lack of experience with native English speakers particularly from English-speaking countries.

Because of students' low regard for the pragmatic value of English, the presenter recommends that, at the syllabus level, teachers should capitalize on students' interest in movies and pop songs as well as lifestyles around the world, with practice in asking about and describing ways of life. Because students see English as a bridge to the rest of the world, there should be less stress on adopting the accent, usage, or body language of a particular English-speaking country.

Reported by Margaret Orleans

Nagoya: December 1999—*Using Self-Talk and Visualization Independently* by Takasu Mie. It has been estimated that every year about 13,000 returnee students come back to Japan after living overseas with their parents. Takasu, herself a returnee, first gave a personal account of some of the problems faced by such students when they reenter Japanese society. Then the presenter dealt with a problem which was of particular concern to many returnees. On returning to Japan, she found that opportunities to converse with native or near-native speakers were very few. She was also afraid of losing the English she had acquired while living overseas. She then illustrated the notion of self-talk, a means by which she was able to ensure daily English practice by conversing with herself. She invited the audience to try it themselves.

Self-talk has several advantages: It can be done at any time and is free of the pressure that face-to-face conversation may involve. However, Takasu cautioned that self-talk is by no means a cure-all and has the disadvantage of a lack of input. This shortcoming aside, self-talk may both be a valuable aid to the development of fluency and one that any language learner can use.

Reported by Bob Jones

Shinshu: January 2000—*The Music in Language and the Language in Music* by Racana Hayes. Hayes demonstrated how simple chants, poetry, stories, and songs provide great resources for integrating language with music, movement and drama. The activities introduced and tried out by the participants were mainly based on Carl Orff's "Orff Schulwerk" methodology which integrates music and language. Aspects of songs are broken down into basic building blocks such as beat, rhythm, lyrics, and melody, so that learners can master them in steps according to their level. Lyrics, for instance, are learned separately from the melody so that one is not overwhelmed by doing two tasks at once for the first time. Music is a non-threatening way to help learners acquire language skills such as rhyme, spelling, hard-to-pronounce sounds, descriptive phrases, antonyms, and various grammatical items. A lot of repetition is used for reinforcement but in such a way that it never becomes boring. In fact, even those participants with no formal training in music seemed to have enjoyed learning new songs, chants, stories, and their accompanying activities.

Reported by Mary Aruga

Shizuoka: September 1999—*Improv Your Classes* by Louise Heal and James Welker. Heal and Welker gave an action-packed workshop on using drama in language classes. They use an adaptation of improvisation or improv, a form of theatre in which actors create the action and dialogue as they perform. In "spot" improv, the actors and audience work together to make a piece of theatre. Using improvisation in the EFL classroom develops students' adaptability, listening, and speed of reaction. "TheatreSports" is a version of improvisation invented by Keith Johnstone in the 1960s. As the name suggests, it is a cross between theatre and sports. Teams of actors compete in performing improvised scenes where the characters and settings have been decided by members of the audience. Other audience members judge the performances.

At first, the presenters introduced simple ways of injecting drama and energy into normal classroom activities. Rearranging furniture both raises energy levels and breaks the traditional dynamic of the teacher as performer and students as audience. Improvisation, like real-life, has no script, so the presenters suggested removing the dialogue whenever possible.

During the second half, the presenters introduced five games adapted for EFL teaching. The simplest was the Alphabet Game where succeeding speakers started their utterance with the next letter of the alphabet. A lot more challenging was the Counting Words Game. Players choose one card each which gives them the number of words they are allowed in each utterance. The most difficult game was the Endowments Party. All but the host must perform a different emotion decided by the audience members. Then the host must guess the emotion within a specified time limit.

During all of these activities, everyone is involved. The student audience decides crucial aspects of the performance, acts as timekeepers and scores different performances. The teacher is merely a facilitator with the learners doing the rest.

Reported by Barbara Geraghty

Tokyo: January 2000—*Using L1 in EFL in Japanese Classrooms* by Hosoda Yuri. Hosoda began by dividing the audience into groups to discuss three questions. How much do we use the students' L1 in the classroom? How do teachers feel about using the students' L1? What are the advantages and disadvantages of using students' L1 in an EFL classroom? Lively discussions ensued with a variety of opinions expressed. Hosoda then continued by examining the academic literature concerning this topic. It proved to be a controversial area with arguments both for and against language code switching. Next, the presenter examined her own research in this area which concerned a Japanese teacher of business, English. After a full explanation of her approach through the imaginative use of video and discourse analysis, Hosoda came to the conclusion that code switching by the teacher maintained the flow of interactions during the lesson. L1 can be used to give explanations and instructions, to focus attention, and provide feedback.

Reported by Roger Jones

West Tokyo: January 2000—*Bilingualism and Bicultural Symposium: English Immersion Curriculum* by Michael Bostwick; ***Second Language Processing*** by Yumoto Kazuko; and ***Biculturalism at Home and Work*** by David Brooks, Yamaguchi

Shizuko, and Tomoko Brooks Yamaguchi. Bostwick spoke on the English immersion program Katoh Gakuen (in Shizuoka) has implemented. He also presented data collected over the first seven years of the program that provided a clear picture of how the students in the immersion program fared on standardized tests, as compared to students in the regular school program. Almost without exception, the statistics showed that there was no significant difference in mastery of both language skills and content matter between both groups. Bostwick also touched on socio-educational and linguistic constraints of the program. Possible intervening variables included student and parental response to the program and the linguistic distance between the English and Japanese languages. The research suggests that students can and do perform at least as well in all subjects whether the learning is done in their first or second language. His findings are contrary to the popularly held idea that students operate in a second language at the expense of their L1.

Yumoto Kazuko discussed how Japanese children process language as they learn English. She covered a variety of learning and communication strategies, including simplification, code-switching, and relexification.

The bilingual and bicultural Brooks family discussed the interplay of various factors such as motivation and necessity, language environment and home life, extended family, schooling and education, extracurricular activities, and visits abroad in the development of bilingual and biliterate children. Briefly, the goal had been to raise simultaneous bilingual children with equal competence in English and Japanese. Achieving this goal was enhanced by the following important beneficial factors: living in an extended family here in Japan; early schooling in English at Nishimachi International School, which emphasized Japanese by teaching it as a first language, secondary schooling at The American School in Japan, then university education at International Christian University, where both English and Japanese are extensively used; active participation by both parents in language development; exclusive use of the native language by the parents (father used only English, mother only Japanese); and a well-rounded education with music, arts, sports, and academics. It was noted that each case of family bilingualism is quite unique, so there is often difficulty in making comparisons.

Reported by Peter J. Collins

Did you know
JALT offers research grants?
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Chapter Meetings

edited by tom merner

Akita—After a long winter vacation we will resume our activities; a meeting every month until November. The first meeting will be held most probably at MSU-A; Saturday April 22, 14:00-16:00. Information about the speaker and subject will be provided later. Takeshi Suzuki, Akita chapter president.

長い冬休みの後、今年度の活動を再開します。4月から11月まで毎月一度は皆で集まって、楽しくやりましょう。今月は22日土曜日を予定しております。講演者、内容に関しては後ほどEメールでご連絡します。

Chiba—***How testing affects the quality of English Language Education in Japan*** by Simon Himbury, Shumei University and Aoyama Gakuin University. This presentation will demonstrate the widespread use of testing and its effects on English language education in Japan. It will identify problem areas and suggest changes in the types of testing instruments used in order to improve all facets of the current system of English education. *Sunday April 16, 11:00-13:00; Chiba Community Center (take JR monorail from Chiba station to Chiba-shiyakushomae); one-day members 500 yen.*

日本において広く使われている試験とその英語教育に及ぼす影響、また、問題点を指摘するとともに英語教育の改善のための試験方法の改善案を提案します。

Fukuoka—***Classroom Management: Making the First Class Work for You the Whole Semester*** by Joe Tomei. The first class is an ideal opportunity to set the tone of the course. The presenter, who has 10 years of teaching experience in Japan, will be discussing ways to make this first class pay dividends throughout the year. Even if you've already held your first class of the current academic year, you can still apply these useful insights in your second one. *Sunday April 23, 14:00-17:00, Aso Foreign Language College (near Hakata Station); one-day members 1000 yen.*

Gifu—***Activities for Active Classes*** by Robert Habbick, Oxford University Press. This workshop will present a variety of new activities for kindergarten and elementary school-aged children. The activities can be adapted to your particular class and teaching situation. There will be a book display and prizes. Come join the fun. *Sunday April 23, 14:00-17:00; The Dream Theater (http://www.mirai.ne.jp/~dorigif/ana2.htm) Gifu City; free for all.*

幼稚園から小学校の児童までが楽しめるアクティビティーを紹介します。

Gunma—***The English Translation of the* Jomo Karuta *cards*** by Zenji Inamura, Gunma National College of Technology. The presenter will discuss some of the English version *Jomo Karuta* reading cards he translated, in comparison with the original Japanese verses, and also examine some of the English verses which turned out not to appear in print. Lastly, the attendees will try the game to find out if the players can carry it off, as in playing the Japanese *Jomo Karuta* cards. *Sunday April 16, 14:00-16:30; Maebashi Kyoai Gakuen College (t: 027-266-7575); one-day members 1000 yen, students 200 yen, newcomers free.*

Hiroshima—*Teaching Children with Letterland* by Mieko Kageyama and Douglas Corin, author of *Letterland* books. The speakers will be presenting some of their ideas for teaching native children English. Fun activities that will be especially useful for those interested in teaching native and nonnative children in a fun and interesting way. *Sunday April 16, 15:00-17:00; International Conference Center (Peace Park) 3F; one-day members 500 yen.*

Hokkaido—*A Crash Course in Teaching Public Speaking* by Dennis Woolbright, from Seinan Women's Junior College. *Sunday April 30, 13:00-16:00; Hokkaido International School (5 minute walk from Sumikawa Station); one-day members 1000 yen.*

西南女学院短期大学のデニス・ウルブライト氏が、「パブリック・スピーキング入門のための盛り沢山コース」という演題で講演します。

Ibaraki—*Weekend Action Research Retreat: Teacher Autonomy, Learner Autonomy*. A series of participant-centered workshops on action research, led by Andy Curtis from Hong Kong in association with the Teacher Education and Learner Development SIGs. Workshops will be geared to people both new to and familiar with action research. Plenty of time and chances for networking and socializing. *Saturday April 22-Sunday April 23; British Hills near the Shin Shirakawa Shinkansen stop in Fukushima. For further details contact Martin Pauly; t: 0298-58-9523; pauly@k.tsukuba-tech.ac.jp.*

Kagoshima—*English Only Rule Revisited* by Reiko Mori, I.D. Foreign Languages Institute. This study examines one ESL teacher's practice of an English only rule. Using qualitative data, it demonstrates how genuine opportunities to communicate were generated because of the English only rule and how these opportunities involved the teacher and the students collaboratively achieving a more precise understanding of issues at hand. *Saturday April 22, 14:00-16:00 (informal gathering afterwards); Iris Kyuden Plaza (2nd floor of the I'm Bldg); one-day members 500 yen.*

Kanazawa—*English Activities for Young Learners* by Alastair Graham-Marr, ABAX, Ltd. The presenter, coauthor of ABAX Ltd's *What's in the Cards* and *Photocopiable Pairworks for Children*, will offer a variety of card-based and other activities that can be used to enliven children's English classes and stimulate students who are just beginning their study of English. Activities which promote Letter Recognition, Phonics and Sound Discrimination, and Vocabulary and Spelling will be featured. *Sunday April 23, Shakai Kyoiku Center (4F); one-day members 600 yen.*

Kitakyushu—*Classroom Activities* by John Moore. Details will be announced in the Kitakyushu JALT newsletter. *Saturday April 8, 19:00-21:00, Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—*Implementing Task-based Language Teaching* by David Beglar, Temple University, Japan. The aims of this presentation are to briefly review research-based support for Task-based Language Teaching, present an organizational framework, and illustrate the framework with an example of task-based teaching which has been implemented in a Japanese university. Finally, potential weaknesses of the approach and possible remedies will be discussed. *Sunday April 23, 13:30-16:30; Kobe YMCA 4F LETS.*

神戸—『なにわ英語道の真髄』松本道弘講演会。ゲスト：井後尚久([illegible]院大学非常勤講師)、ベルギー人国費留学生2人。(1) 同時通訳をディベートに結びつけたのは宮本武の実践哲学だ (2) プロの通訳の道はボランティア通訳から (3) 松本道弘先生実演による同時通訳のデモンストレーション (4) 質疑応答。4月22日(土)午前10時~正午(講演)、午後12時半~2時頃(懇親会)。は・る・るプラザ京都カルチャールーム　(JR京都駅東隣、ホテル「グランヴィア京都」前)、2,500円(税別。講演のみ参加、定員80名) 懇親会は別途1,500円(税別)、希望者のみ。は・る・るプラザ京都カルチャールーム。協賛: JALT神戸。

Matsuyama—*The Teaching of the 4 Languages Korean, German, French and Spanish in 4 Different Teaching Contexts* by Rudolf Reinelt (coordinator). Four presentations will be given by four speakers about the teaching of Korean, German, French and Spanish in 4 different teaching contexts (national university, college, private university part time and private classes) and with 4 different teaching methods (textbook, computer, culture learning, and conversation) respectively. Anyone interested is cordially invited. *Sunday April 9, 14:00-17:00; Shinonome High School Kinenkan 4F (on Rope way Street near Matsuyama Castle); one-day members 1000 yen.*

韓国語、ドイツ語、フランス語、スペイン語の4カ国語をそれぞれ国立大学教授、高専、私立大学非常勤、私塾の4つの指導環境のもと、教科書主体、パソコン使用から文化理解、会話中心型の4つの指導法で教授している実例を4人の講演者が紹介します。

Miyazaki—*Making Your Class More Interactive Through Strategic Interactions* by Robert Long, Kyushu Institute of Technology. This presentation is about moving students from proficiency to competency. The presenter will first discuss relevant background about Robert DiPietro's communicative approach of Strategic Interactions, contending that interactive competency comes by casting students in a variety of roles and episodes based on or taken from real life. Various gambits, which have been successfully used in one college setting, will then be modeled. *Saturday April 8, 14:00-16:00; Miyazaki Municipal University (Kouritsu Daigaku); one-day members 750 yen.*

Nagasaki—*Pre Debate Activities for the Inexperienced*, by Charles LeBeau, author of *Discover Debate*. This workshop will present a variety of short, simple predebate activities that focus on the speaking, listening, and thinking aspects of debate, yet require no outside preparation by students. Activities will be selected from the presenter's new book, *Discover Debate*. These activities are targeted for high school and university students, as well as adults and business people. *Sunday April 23, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen, students 500 yen.*

Nagoya—*Humour in the Classroom* by Mark Bailey, former DJ for Zip FM and comedian from New York, currently a professor at Nagoya University of Foreign Studies. *Sunday April 9, 13:30-16:00; Nagoya International Centre 3rd floor Rm. 2; one-day members 1000 yen.*

Niigata—*All Together Now! Co-operative Games* by Chris Hunt. Games can be an empowering pathway to learning, especially for children. But all games are not the same. The usefulness of a game for learning purposes can be measured by the lack of competitiveness that it contains. Join Chris Hunt to discover why. Discover how to make the games in your classes more fun and more useful by making them co-operative. *Sunday April 9, 10:30-13:00; Niigata International Friendship Centre, 3F; one-day members 1000 yen.*

学習におけるゲームの有効性は、競争的な側面の少なさによってはかれるものと講演者が論じます。ご参加になり、その理由と協調的なゲームを取り入れることにより、授業をより楽しく有効なものにする方法をお確かめください。

Omiya—*Mystery Train: Video for Cultural Understanding* by Michael Hnatko. The presenter will show a revolutionary way to discuss one of the questions most often discussed in language classes in Japan: cultural differences between Japan and other countries. Material includes a few scenes from the movie *Mystery Train*. Audience will participate like language learners. This is a presentation not to be missed. *Sunday April 16 14:00-17:00; Omiya Jack (near Omiya JR station, west exit); one-day members 1000 yen.*

映画「ミステリートレイン」を使い、語学の授業の中で、もっとも話題に上る幾つかの文化の相違について画期的な方法で議論を進めます。

Osaka—*Pragmatics: Recent Research and Approaches to the Classroom* by Eton Churchill, Kyoto Nishi High School. This workshop will introduce pragmatics and its relevance in both research and classroom practice. Various research instruments and challenges in doing research in pragmatics will be illustrated. Later, ways and materials to teach pragmatics will be examined, along with teachability and potential action research. Be invited to the forming Pragmatics SIG. *Sunday April 16, 14:00-16:30; Abeno YMCA, 5 minutes east of JR Tennoji; one-day members 1000 yen.*

West Tokyo—*Cross-Cultural Awareness in the Classroom*, co-sponsored by the newly forming Culture SIG and Oxford University Press. This event offers three presentations: (A) *Using Videos to Enhance Student Empathy and Cultural Awareness* by Yuko Hirodo, Ake No Hoshi Women's Junior College; (B) *Activating Learning: New Directions in Syllabus Design* by Chris Balderston, Editor for Oxford University Press; and (C) *Cross-Cultural Development in Curriculum Design* by Abigail Strong, Kanda University of International Studies, and Eric Gustavsen, Tokyo Jogakkan Junior College. A follow-up discussion will conclude the event. *Sunday April 16, 13:00-17:00; Tokyo Jogakkan Junior College (12-min. walk from Minami Machida on Denen Toshi Line); free to all.*

Yamagata—*Language, Allegory, and History* by Michael Hnatko, Sendai New Day School. Using a few scenes from the movie *Mystery Train* by Jim Jarmusch, the presenter will show the development of language through history in an allegorical setting. The information in the presentation has many applications and can be used for stimulating discussion in the language class or training language teachers. *Sunday April 9, 13:00-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 700 yen.*

Yokohama—*Drama and ESL* by Nathalie Lewis. Drama theory and activities for ESL will be presented. This study will focus on research based on Stanislavsky, John Kirk and Ralph Bellas. In what way is learning a language the learning of a role, and how can we as teachers be more like directors in the ESL classroom? *Sunday April 9, 14:00-16:30; Gino Bunka Kaikan, 6F; one-day members 1000 yen.*

演劇理論とESL指導アクティビティーに関する講演。役割についての学習と語学学習を関連づけ、教師がいかに授業の中で監督のようになれるかについて論じます。

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp.

Akita—Suzuki Takeshi; t: 0184-22-1562; takeshis@mail.edinet.ne.jp
Chiba—Yukiko Watanabe; joebella@pk.highway.ne.jp
Fukui—Maurice L. Splichal; t/f: 0776-66-6833; maurice@fukui-nct.ac.jp
Fukuoka—Kevin O'Leary; t: 0942-32-0101; f: 0942-22-2221; oleary@oleary.net; website http://kyushu.com/jalt/events.html
Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; doyon@alice.asahi-u.ac.jp
Gunma—Wayne Pennington; t/f: 027-283-8984; jkiw-pgtn@asahi-net.or.jp
Hamamatsu—Brendan Lyons; t/f: 053-454-4649; bren@gol.com
Himeji—William Balsamo; t: 0792-54-5711; balsamo@kenmei.ac.jp
Hiroshima—Joy Jarman-Walsh; t: 082-878-9931; jjarman@pent.yasuda-u.ac.jp
Hokkaido—Alan Cogen; t: 011-571-5111 ext 464; cogen@di.htokai.ac.jp; http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/
Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; pauly@k.tsukuba-tech.ac.jp
Kagoshima—Nick Walters; t: 099-273-5896; 099-273-

5896; t: 099-285-7447; remori@po2.synapse.ne.jp

Kanazawa—Bill Holden; t: 076-229-6140(w), 229-5608(h); holden@nsknet.or.jp; website http://www.jaist.ac.jp/~mark/jalt.html

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); carman@med.uoeh-u.ac.jp; website http://www.seafolk.ne.jp/kqjalt/

Kobe—Brent Jones; t/f: 0797-31-2068; bjones@gol.com

Kumamoto—Andrew Shaffer; t: 096-339-1952; andmirs@try-net.or.jp

Kyoto—Ishikawa Katsumi; t: 075-581-3422; f: 593-6988; vivid@mbox.kyoto-inet.or.jp

Matsuyama—Robert Oettel; t: 089-941-4136; f: 089-931-4973; oettel@shinonome.ac.jp

Miyazaki—Sylvan Payne; t: 0985-85-5931; f: 0985-84-3396; spayne@miyazaki-mic.ac.jp

Nagasaki—Tim Allan; t/f: 095-824-6580; allan@kwassui.ac.jp; Shiina Katsunobu; t/f: 095-861-5356; nob-shiina@pop16.odn.ne.jp

Nagoya—Claire Gelder; t: 052 781 0165; f: 052-781 4334; claire_gelder@yahoo.com

Nara—Larry Chin; t: 0745-73-5377; f: 0745-73-2453; lschin@gol.com

Niigata—Robin Nagano; t/f: 0258-47-9810; robin@vos.nagaokaut.ac.jp

Okayama—Peter Burden; t/f: 086 293 3545; burden-p@osu.ac.jp

Okinawa—John Dickson; t/f: 098-893-7557; dickson@southernx.ne.jp

Omiya—Okada Chikahiko; t/f: 047-377-4695; chikarie@orange.plala.or.jp; Mary Grove; t: 048-644-5400; grove@tuj.ac.jp

Osaka—Nakamura Kimiko; t/f: 06-376-3741; kimiko@sun-inet.or.jp

Sendai—John Wiltshier; t: 0225-88-3832; BXU01356@niftyserve.or.jp

Shinshu—Mary Aruga; t: 0266-27-3894; mmaruga@aol.com

Shizuoka—Amy Hawley; t/f: 054-248-5090; shortone@gol.com

Tochigi—Jim Chambers; t/f: 028-627-1858; JiMiCham@aol.com

Tokushima—Meg Ishida; ys-meg@mse.biglobe.ne.jp

Tokyo—Beth Kerrison; jalt_tokyo@hotmail.com; Suzuki Takako; t/f: 0424-61-1460

Toyohashi—Laura Kusaka; t: 0532-88-2658; kusaka@vega.aichi-u.ac.jp

West Tokyo—Kobayashi Etsuo; t: 042-366-2947; kobayasi@rikkyo.ac.jp; website http://home.att.ne.jp/gold/db/wtcal.hmtl

Yamagata—Sugawara Fumio; t/f: 0238-85-2468

Yamaguchi—Shima Yukiko; t: 0836-88-5421; yuki@ed.yama.sut.ac.jp

Yokohama—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, April 15th is the deadline for a July conference in Japan or an August conference overseas, especially when the conference is early in the month.

Upcoming Conferences

April 12-14, 2000—*A Virtual Odyssey: What's Ahead for New Technologies in Learning?—5th Annual Teaching in the Community Colleges (TCC) Online Conference*. The TCC Online Conference is one of the largest and most practical of the yearly online conferences, with papers, real-time discussions, and much more over every aspect of online learning/teaching and administration. For general information regarding TCC conferences and registration, go to the conference homepage at http://leahi.kcc.hawaii.edu/org/tcon2000. Human interfaces? Write Jim Shimabukuro (jamess@hawaii.edu) or Bert Kimura (bert@hawaii.edu).

May 19-20, 2000—*V Conference on Applied Linguistics (Psychological Issues)*, hosted by The Graduate Program in Applied Linguistics and the Department of Languages of the University of the Americas - Puebla in Mexico. Papers, workshops and poster presentations on topics in applied linguistics with a focus on second language acquisition and teaching in relation to this year's conference theme, psychological issues. For more information, see the conference website at http://www.lang.uiuc.edu/LLL/resources/mexico.html, email Peter Ecke at eckep@mail.udlap.mx or contact the Departamento de Lenguas, Universidad de las Americas- Puebla, Sta. Catarina Mertir, Puebla 72820, Mexico; t: 52-2-229-3105; f: 52-2-229-3105.

May 20-21, 2000—*CUE Miniconference—Content and Foreign Language Education: Looking at the Future*, will take place at Keisen University, Tama Center, Tokyo, sponsored by the JALT College and University Educator's SIG (CUE). Presentations, poster sessions, and plenaries will address how content-centered approaches to language learning, including content- and theme-based education, sheltered learning, content classes taught in the learner's second language, and possibly skill-based learning and the learning of foreign languages for specific purposes are being implemented in Japan and neighboring countries, what issues arise from their implementation, and what future they have. Collaborative hands-on workshops are planned for the second day between experienced and neophyte participants to help participants conceive, plan, and implement their own content-centered courses. Details and online proposal submission through wild-e.org/cue/conferences/content.html, or contact CUE Program Chair Eamon McCafferty (eamon@gol.com).

Calls for Papers/Posters
(in order of DEADLINES)

April 15, 2000 *(for Sept. 7-10, 2000)*—***Second Language Research: Past, Present, and Future***, U. of Wisconsin Madison. Papers and posters are invited on any aspect of second language research, especially theories, research methodologies, the relation of such research to the L2 classroom, and interdisciplinary approaches to L2 research. Plenary speakers will include Ellen Bialystok of York Univ. on cognitive perspectives on L2 research, Claire Kramsch of UC-Berkeley on the contribution of foreign language learning to L2 research, and Bonny Norton of the Univ. of British Columbia on non-participation, communities, and the language classroom. Submission forms available at http://mendota.english. wisc.edu/~SLRF/. Inquiries should be sent to slrf2000 @studentorg.wisc.edu.

May 15, 2000 *(for November 11-13, 2000)*—***Teaching Languages and Cultures for the New Era: The Eighth International Symposium and Book Fair on English Teaching***, sponsored by the English Teachers' Association of the Republic of China. Paper, workshop, colloquia, or panel discussion proposals are invited on the themes of Language and Culture, Literature, Research, Classroom Methods and Practice, or Technology. Complete submission information and forms available on the conference website at http://helios.fl.nthu.edu.tw/~eta. For more information, contact Johanna E. Katchen; Department of Foreign Languages and Literature, National Tsing Hua University, Hsinchu 30043, Taiwan; f: 886-3-5718977, or email her at katchen@mx.nthu.edu.tw.

Reminders—conferences

April 27-29, 2000—***Sociolinguistics Symposium 2000: The Interface between Linguistics and Social Theory***, at UWE--Bristol, Bristol, UK. More information at www.uwe.ac.uk/facults/les/research/sociling2000.html or from Jessa Karki (administrative) or Jeanine Treffers-Daller (academic); Centre for European Studies (CES), Faculty of Languages and European Studies, University of the West of England—Bristol, Frenchay Campus, Coldharbour Lane, Bristol BS16 1QY, UK; ss2000@uwe.ac.uk; t: 44-117-976-3842, ext 2724; f: 44-117-976-2626.

June 15-18, 2000—***People, Languages and Cultures in the Third Millennium***, the third international FELTA (Far Eastern Language Teachers Association) conference, at Far Eastern State University, Vladivostok, Russia. Contact Stephen Ryan at RX1S-RYAN@asahi-net.or.jp or f: 0726-24-2793 for conference information and travel plans.

Job Information Center

edited by bettina begole and natsue duggan

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@po.harenet.ne.jp or call 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Fukuoka-ken—The Kyushu Institute of Technology, Faculty of Computer Science and Systems Engineering in Iizuka-shi invites applications for a full-time associate professor of English to begin in October 2000. **Qualifications**: Applicants should have native-speaker competency in English and an MA or higher in pedagogy or a closely related field. Preference will be given to candidates with strong experience in TESOL or foreign language education, experience in classroom pedagogy, course development, testing analysis and evaluation, and/or educational statistics, experience and/or interest in teacher training and/or educational technology and its application to foreign language education. The ability to carry on daily conversations with Japanese colleagues and teach humanities courses in the Japanese language are highly desirable. **Duties**: Teach four 90-minute English courses and one humanities course related to his or her specialty field per week to engineering students, conduct research, perform administrative duties, and work collaboratively with university faculty. **Salary & Benefits**: The successful candidate will be provided the same salary and benefits as Japanese counterparts, based on the Ministry of Education scale. One-time relocation expenses will be partially reimbursed by the Institute. Contract term is for three years, renewable depending on job performance. **Application Materials**: Complete resume, copies of degree certificates, graduate and undergraduate transcripts, a list of publications including three major publications, verification of past employment, a short description of teaching and research interests, and three letters of recommendation. **Deadline**: April 30, 2000. **Contact**: Mariko Goto; Department of Human Sciences, Faculty of Computer Science and Systems Engineering, Kyushu Institute of Technology, 680-4 Kawazu, Iizuka, Fukuoka-ken 820-8502; t: 0948-29-7868; f: 0948-29-7851; goto@lai.kyutech.ac.jp.

Niigata-ken—The International University of Japan in Yamato-machi is looking for temporary English instructors to teach in its Intensive English Program from July 18 to September 20, 2000. **Qualifications**: MA or equivalent in TESL/TEFL or related field. Experience with intermediate students and intensive programs is highly desirable. Experience with programs in international relations, international management, or cross-cultural communication is also desirable. Familiarity with Windows computers is required. **Duties:** Teach intermediate-level graduate students up to 16 hours/week, assist in testing and material preparation, attend meetings, write short student reports, participate in extra-curricular activities. Contract period is for nine weeks: eight days orientation and debriefing and eight weeks teaching. **Salary & Benefits:** 850,000 yen gross, with free accommodation provided on or near the campus. Transportation costs refunded soon after arrival. No health insurance provided. **Application Materials:** Current CV and cover letter. **Deadline:** April 15 (or as soon as possible). **Contact:** Mitsuko Nakajima, IEP Administrative Coordinator; International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-7277; mitsukon@iuj. ac.jp.

Osaka-fu—SIO Japan is seeking part- and full-time English instructors to work in central and northern Osaka. **Qualifications:** Some Japanese ability and computer skills; a degree is valuable but not mandatory. **Salary & Benefits:** Stock options included. **Contact:** Robert Pretty; SIO Japan; t: 0120-528310; siojapan@poporo.ne.jp.

Saitama-ken—The Department of Japanese at Daito Bunka University in Tokyo is seeking a part-time English teacher who can teach at the Higashimatsuyama campus in Saitama-ken beginning in April 2000. **Qualifications:** MA in TEFL/TESL or applied linguistics is preferred, as well as native-speaker competency in English, and teaching experience at university-level institutions. **Duties:** Teach three 90-minute courses of English conversation on Wednesdays between 11:10 am and 4:50 pm: two courses to sophomores, and one to freshmen. **Salary & Benefits:** 26,000 to 30,000 yen per course, depending on teaching experience and education; transportation fee is provided with a maximum limit of 4,000 yen per trip to school. **Application Materials:** Resume, including birth date; a list of publications, references, one passport-size photograph, photocopies of diplomas, and a cover letter, including a short description of courses taught and how they have been taught. **Deadline:** Ongoing. **Contact:** Etsuo Taguchi; 20-8 Mizohata-cho, Sakado-shi, Saitama-ken 350-0274; t/f: 0492-81-8272; taguchi@ic.daito.ac.jp. Other information: Higashimatsuyama campus is in Higashimatsuyama-shi. To get to the campus, take the Tobu Tojo Line to Takasaka station, about 50 minutes from Ikebukuro station.

Shiga-ken—The University of Shiga in Hikone-shi is seeking a part-time English teacher for first-year university students to begin April 2000. The campus is located about one hour on local train from Kyoto, and 10 minutes by bus. **Qualifications:** MA and college teaching experience. **Duties:** Teach two *koma* on Tuesday mornings (8:50-12:00) and/or two *koma* on Thursday mornings (8:50-12:00). **Salary & Benefits:** 8,000-12,000 yen per *koma*, depending on qualifications, transportation fee. **Application Materials:** Resume. **Contact:** Walter Klinger; University of Shiga Prefecture, 2500 Hassaka-cho, Hikone-shi 522-8533; t: 0749-28-8267; f: 0749-28-8480; wklinger @ice.usp.ac.jp; www2.ice.usp.ac.jp/wklinger/.

Taiwan—The Department of Applied Foreign Languages at Yung Ta Institute of Technology is seeking a full-time faculty member to begin August 1, 2000. The Institute is located in the southern part of Taiwan, 45 km southeast of Kaohsiung. **Qualifications:** Native-speaker competency with MA or PhD. **Duties:** An instructor (with an MA) teaches 12 hours per week plus other committee work; an assistant professor (with PhD) teaches 11 hours per week plus other committee work. **Salary & Benefits:** Salary based on rank; an instructor earns about NT$52,100 per month; an assistant professor earns about NT$64,700 per month; annual bonus of one and one half months of base salary based on months of service. There are also summer and winter breaks with pay, totaling about three and a half months. **Application Materials:** Resume, copy of transcript, copy of diploma, and two references. **Deadline:** Ongoing. **Contact:** Professor Carrie Chen, Chairperson; Department of Applied Foreign Languages, Yung Ta Institute of Technology, 316 Chung-Shan Road, Lin-Lo, Ping-Tung, ROC; t: 886-07-392-0560; f: 886-08-722-9603; pcchen@mail.nsysu.edu.tw.

Thailand—CANHELP Thailand, a volunteer aid program, is looking for volunteer teachers for its summer 2000 English program in early August. **Benefits:** A valuable professional development opportunity for those who volunteer. **Deadline:** May 15, 2000. **Contact:** Su Carbery; t/f: 042-791-6940; su@tokyo.email. ne.jp.

差別に関する
The Language Teacher
Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。（例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。）これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Malcolm Swanson.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認のSpecial Interest Groupで、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Reports編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT 以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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JALT Publications Board Chair — *William Acton*
Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi,
Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp

Immediate Past Editor — *Bill Lee*
Faculty of Regional Studies, Gifu University, 1-1
Yanagido, Gifu 501-1193; t: 058-293-3118;
wmlee@cc.gifu-u.ac.jp

Editor — *Malcolm Swanson*
5-6-8 Maigaoka, Kokura Minami-ku, Kitakyushu 802-
0823; t/f: 093-962-8430 (h); swanson@d5.dion.ne.jp

Japanese-Language Editor — 衣川隆生 (*Kinugawa Takao*)
〒305-8577 つくば市天王台1-1-1 筑波大学留学生センター；
t/f: 0298-53-7477 (w); kinugawa@intersc.tsukuba.ac.jp

Japanese-Language Associate Editor — 小野正樹 (*Ono Masaki*)
〒305-8577 つくば市天王台1-1-1 筑波大学日本語・日本文化学類；
t/f: 0298-53-7372 (w); ono@sakura.cc.tsukuba.ac.jp

Assistant Editor — *Paul Lewis*
602 New Urban Issha, 2-34 Issha, Meito-ku,
Nagoya 463-0093; t/f: 052-709-1307 (h); pndl@gol.com

TLT Online Editor — *Bob Gettings*
Hokusei Gakuen Women's Junior College, Minami-4
Nishi-17, Chuo-ku, Sapporo 064-0804; t: 011-613-
2488 (h); t: 011-561-7156 (w); f: 011-513-7505 (w);
gettings@sco.bekkoame.ne.jp

Column Editors

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki
University, 2-1-1 Bunkyo, Mito 310-0056;
t: 029-228-8455; f: 029-228-8499;
English: doycie@mito.ipc.ibaraki.ac.jp;
日本語: mariko@cs.kasei.ac.jp

My Share — *Scott Gardner & Oishi Harumi*
Scott Gardner: 680-18 Higashiune, Okayama 701-
0211; t/f: 086-281-9105;
English: scott@power.elec.okayama-u.ac.jp;
日本語: oishi@nagoya-wu.ac.jp

Book Reviews — *Katharine Isbell & Oda Masaki*
Send all column submissions to Katharine Isbell:
Miyazaki International College, 1405 Kano, Kiyotake-
cho, Miyazaki-gun 889-1605; t: 0985-85-5931 (w);
f: 0985-84-3396 (w); kisbell@miyazaki-mic.ac.jp;
日本語: oda@lit.tamagawa.ac.jp

Publishers' Review Copies Liaison — *Angela Ota*
West Park Communication Services, Funakoshi 957-6,
Gosen-shi, Niigata 959-1805; t: 0250-41-1104; f: 0250-
41-1226; angela@cocoa.ocn.ne.jp

Letters — *Malcolm Swanson* (See Editor) & *Koarai Mikiya*
小荒井幹也: t/f: 011-614-5753 (h);
ja8m-kari@asahi-net.or.jp

SIG Reports — *Robert Long*
t: 093-883-5022; f: 093-884-3400 (w);
long@dhs.kyutech.ac.jp

Chapter Reports — *Diane Pelyk & Nagano Yoshiko*
Diane Pelyk: Fukumaru Bldg. 10B, 4-2-30 Masaki
Naka-ku, Nagoya 460-0024; t/f: 052-671-8232
日本語: nagano97@pop.wa2.so-net.or.jp;
English: dmp@gol.com

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015;
t/f: 045-822-6623 (w); tmt@nn.iij4u.or.jp

JALT News — *Amy Hawley & Sugino Toshiko*
205 Summer House, 91-2 Zenzamachi, Shizuoka-shi,
Shizuoka-ken 420-0842; t/f: 054-248-5090;
shortone@gol.com;
Sugino Toshiko: RXE21345@nifty.ne.jp

Bulletin Board — *Brian Cullen & Saito Makiko*
Brian Cullen: 1001 City Pia Takara Mansion, Shoken
2-1-15, Chikusa-ku, Nagoya 464-0084; t/f: 052-711-
6858; English: brian@celtic-otter.com;
日本語: chip621@aol.com

Conference Calendar — *Lynne Roecklein*
Lynne Roecklein: Faculty of Regional Studies, Gifu
University, 1-1 Yanagido, Gifu 501-1193; t: 058-293-
3096 (w); f: 058-293-3118 (w); lynne@cc.gifu-u.ac.jp

Job Information Center/Positions — *Bettina Begole*
436 Kuwabara, Aoya-cho, Ketaka-gun, Tottori 689-
0529; begole@po.harenet.ne.jp

Occasional Column Editors

Educational Innovations/Creative Course Design —
Daniel J. McIntyre, Shuwa Residence #702,
4-11-7 Nishi-Azabu, Minato-ku, Tokyo 106-0031

Net Nuggets — *Larry Davies*, Nanzan University;
davies@ic.nanzan-u.ac.jp

Working Papers — *Joseph Tomei*, Kumamoto Gakuen
University, Faculty of Foreign Languages, Oe 2-chome
5-1, Kumamoto 862-8680; t: 096-364-5161 (ext. 1410)
(w) ; f: 096-372-0702 (w); jtomei@kumagaku.ac.jp

Editorial Advisory Board

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Peer Support Group

Coordinator — *Andy Barfield*
Foreign Language Center, Univ. of Tsukuba, Tennodai
1-1-1, Tsukuba-shi, Ibaraki-ken 305-0006;
andyb@sakura.cc.tsukuba.ac.jp

和文要旨作成協力者 — 阿部恵美佳 (Japanese abstracts — Abe Emika)

Production:

Proofreaders — *Scott Gardner, Aleda Krause, Beverley Elsom Lafaye, Robert Long, Amanda O'Brien, Amy Peyton, Steven Snyder, Kinugawa Takao, Ono Masaki, Tsukahara Maki*

Design & Layout — *The Word Works*
t: 045-314-9324; f: 045-316-4409; tww@gol.com

Printing — *Koshinsha Co., Ltd., Osaka*

JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito,
Taito-ku, Tokyo 110-0016; t: 03-3837-1630;
f: 03-3837-1631; jalt@gol.com

TLT Online: langue.hyper.chubu.ac.jp/jalt/pub/tlt

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 38 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）最寄りの支部の会費も含まれています。学生会員（¥5,000）学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000）住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500) 勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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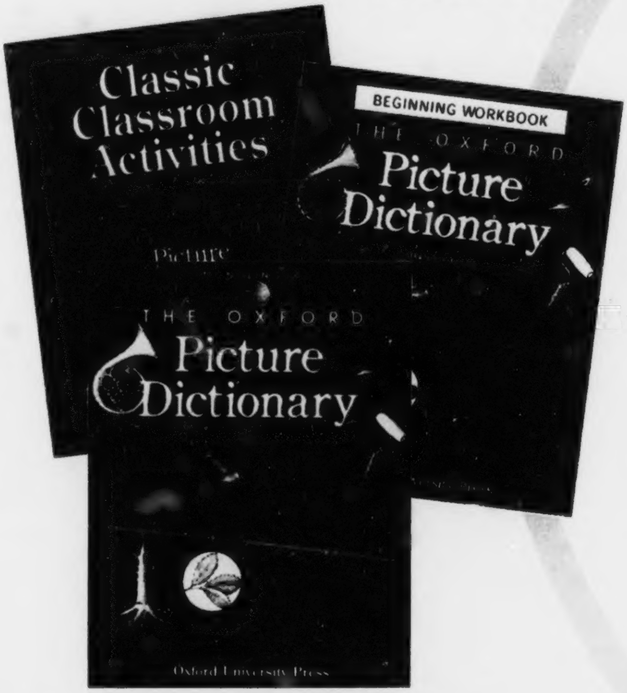
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全国語学教育学会
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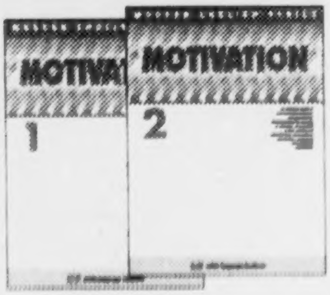

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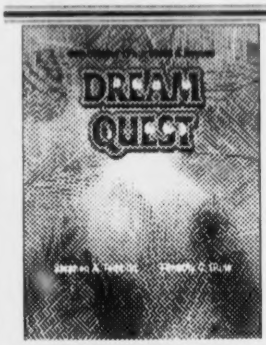

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May. 2000

Your *2000 Information and Directory of Officers and Associate Members* is included with this month's *TLT*. We'd like to extend our thanks to **Bettina Begole**, **Aleda Krause**, **Bill Lee**, and **Kinugawa Takao** for all their work on this mammoth annual task. Due to a misunderstanding over the complexities of postal rates in Japan, we were unable, as is customary, to include it with the April *TLT*. We apologise for this oversight.

In this month's Opinion & Perspectives column, two JALT members offer their views on what JALT is, and where it should be heading. This column exists as a venue for readers to present opinions on issues of interest to the membership, and we encourage you to take full advantage of this service. Next month, **Keith Ford** will take a shot at textbook dialogues, and we hope to include replies from some of our publishing colleagues.

Our first English feature article this month is the result of our **Peer Support Group's first effort in collaborative** editing. In it, **Wilma Luth** discusses **the place of interlanguage in** the language classroom. Following **this, Sean Reedy challenges** the "Japanese as poor language **learners" stereotype that typically** arises in analyses of TOEFL scores.

Next, **Joseph Shaules and Aiko Inoue take** a "universalist" and a "relativist" **look at the teaching of global** issues and intercultural communication. **Simon Capper addresses** the lack of emphasis placed **on nonverbal communication** in contemporary language teaching. **Finally, in** the **second of this** month's Peer **Support** Group articles, **Jim Goddard offers a quick peek** into **one** new direction a local **company is offering in language** learning.

Elsewhere **in this issue, we have a new column, SIG Focus**. Each month, **this column will focus on one of** JALT's Special Interest Groups, **introducing it, and reprinting an** article from that SIG's publication. This month we look at our newest group, the **Pragmatics Forming SIG**. We look forward to this being a regular feature in *TLT*.

It was gratifying to see the response to our special issue on *TLT* last month, and already some new and exciting material is beginning to trickle in. If you have ideas or material you would like to submit for possible publication, please don't hesitate to contact us.

Malcolm Swanson
Editor; tlt_ed@jalt.org

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An Open Letter of Protest
Concerning the Asahikawa District Court decision in the Gwendolyn Gallagher case

On February 1st, 2000, a ruling against a foreign teacher, Gwendolyn Gallagher, was issued that could have ramifications not only for all language teachers in Japan, but also for the educational system of Japan.

In March 1996, Professor Gallagher was dismissed from her job as full-time lecturer, despite having worked 12 years without incident or complaint. Though legal precedent based on the Labor Standards Law requires employers to give adequate and justifiable reasons for dismissal, the university gave no official or unofficial reason for her dismissal. In response, Ms. Gallagher took the university to court, demanding that she be reinstated.

In December 1996, the court issued an injunction and in March 1997, a settlement was reached where the university would continue to re-employ her and pay back wages. As a gesture of reconciliation, Ms. Gallagher waived demands for monetary damages or reimbursement of legal fees.

At the end of this subsequent year of employment, the university refused to renew her contract, falsely claiming that the settlement made the contract a terminal one. She then took the university to court again. In this second lawsuit, the university did present reasons which the judge accepted, quoting the following:

"As the plaintiff has been living in Japan for about 14 years and is also married to a Japanese, she lacked the ability to introduce firsthand foreign culture found overseas, as is required of a teacher of level 3 classes ."

The judgement shows how arbitrary dismissals of foreigners can take place despite:
- i) the long standing Japanese legal precedent that multiple renewals of contract constitute a binding agreement between the parties which cannot be broken without a valid reason
- ii) Japan's signatory status to the International Convention on the Elimination of all forms of Racial Discrimination" (CERD)

We believe in this case no valid reason was produced for firing Gwendolyn Gallagher and that the university unfairly took advantage of its discriminatory hiring practice to dismiss a foreigner, which constitutes a breach of human rights.

We also feel that the accepting the university's reasoning completely contradicts not only to the expressly stated goals of the Ministry of Education, but also the basis of good language education. In addition, it does great damage to Japan's efforts to attract talented foreigners to Japan and to improve the status of women in the workplace. Indeed, it runs counter to the goals expressed in the report of the Prime Minister's Commission on Japan's Goals in the 21st Century, which argue specifically for improving the status of women, opening a debate on making English as a second official language in Japan over time as well as calling for a permanent residence system to "encourage foreigners who can be expected to contribute to the development of Japanese society to move in and possibly take up permanent residence here." (from http://www.kantei.go.jp/jp/21century/report/summary.html)

This decision should be recognized as:
- •detrimental to academic freedom, as it ratifies the power of universities to dismiss faculty at will, provided it is done under the rubric of "restructuring"
- •detrimental to the integrity of system of higher education in Japan because the university did not sufficiently recognize any record of teaching, research, and service to the profession
- •detrimental to improving English education in Japan at a time when national policy is moving rapidly toward strengthening English education
- •detrimental to our students, by arguing that experience and cultural sensitivity are not necessary components to the work of language educators

We alert our Japanese and expatriate colleagues to the crippling precedent set by this case, which in effect makes all our jobs hostage to the whims of our administrators. While it is no coincidence that a foreign resident is the target of this decision, such a precedent will surely be employed to harass, punish, and discard "inconvenient" native Japanese colleagues as well.

You can help by doing the following:
- •Add your name to this letter by contacting jtomei@kumagaku.ac.jp
- •Bring this matter to the attention of your colleagues and encourage them to add their voice in support of Professor Gallagher

The list of people supporting this letter, along with additional information about this case and further contact information may be found at:

http://www.kumagaku.ac.jp/teacher/~jtomei/protest.htm

This is a paid advertisement and does not represent the official policy of concerned members of JALT.

The *Opinions and Perspectives* column offers readers a chance to air their views on topics related to JALT, professional development, language education, or of current interest to our readership. We invite readers to submit pieces of up to 1,500 words to the Editor.

The Way Ahead . . .

A favourite place for JALT-ophiles with a penchant for punishment to lurk is on the JALT-EXBO mailing list, where issues of importance to the organisation are literally thrashed out. This month, we offered ten of the more vocal members of the list a chance to air their views on JALT—where we are, what we are, and where we should be heading—from their own unique perspectives. None of the 'bad-boys' took the opportunity to reply, but Jim Swan and Tim Knowles sent us their perspectives of JALT, printed below. If you have your own views on JALT as an organisation, we invite your replies to these comments.

1. James Swan, Material Writers SIG Chair

Although some people may say that JALT is now at a crossroads, I personally don't perceive things that way: I think merely that JALT has more or less reached maturity as an organization. Its form and functions are now pretty firmly established, and the issues that fire people are mainly those of any large, mature organization—essentially, what groups get how much of the budgetary pie. Belt-tightening is not a crossroads. There will be a shift in our group's future composition, however, that we must keep in mind as we pursue our primary goal of influencing language teaching in Japan.

The main points of contention over the first 25 years of JALT history were over the evolution of its structure. In at least one way, this struggle recapitulated the history of American government: would JALT remain a loose confederation of independent local chapters, or would its evolution produce a stronger centralized structure? Despite some lingering voices of resentment, echoing those of the post-Civil War "states' rights" advocates in the US, it is now clear that the latter course has been chosen, with all its attendant pros and cons.

The other main structural dispute was over the right of the newly developed nation-wide Special Interest Groups to participate in JALT policy-making on an equal basis with the traditional, locally based, geographic chapters. That, too, has been largely decided: Although the SIGs at first may not have been entirely happy with the proportional representation that was eventually granted after their five-year-long struggle, they have learned to live with it. They may yet have the last laugh, too, as runaway expenses pressure the chapters to consider some sort of proportional representation plan for themselves as well.

A third main area of disagreement occasionally cropping up again—that of "menuizing" JALT's functions—is only tangentially structural in nature. The idea is that, by the invisible hand of demand economics, JALT members picking and choosing from a variety of membership options (i.e., consumers voting with their wallets in a free marketplace) will enable the organization better to know where to apply its resources. This question, too, has been largely (though not entirely) settled: Some members, perhaps many, see it as an attractive answer to JALT's budgeting problems, but the general consensus seems to be that it would be very difficult to implement this proposal without substantial risk to individual chapters, or to other JALT institutions, such as JALT publications.

Regarding functions, the main point of contention has been to what degree JALT should involve itself in contract or tenure disputes between individual teachers and schools. This battle left a bitter aftertaste in both camps, but it has been essentially decided that JALT exists to provide professional support by the fostering and dissemination of language-teaching research and by the maintenance of a forum where language teachers may interact, but that, despite personal sympathies with our colleagues' plights, JALT as an organization will not attempt to fulfill the role of a labor union.

In the past, JALT was usually viewed as the foreigners' counterpart to JACET, often with a considerable feeling of rivalry attached. Two decades ago, when JACET was still largely oriented toward the teaching of English literature, rather than language per se, an undertone of condescension could sometimes be discerned among JALT members—the "Great White Teacher" come to Japan to show the "Poor Backward Natives" how things should be done. But even as the JACET ranks increasingly fill with up-and-coming young researchers, trained in modern language-teaching methodologies, our two groups' futures are diverging. Due to demographic changes and recent shifts of official education policy, one unmistakable trend in Japan is toward a greater emphasis on early foreign language instruction. University and college teachers will no doubt remain an essential part of JALT for some time yet. But, in contrast to JACET's unchanging future membership pool, teachers of children will surely be an increasingly important segment of JALT.

It is still unclear what future ramifications this demographic trend may hold for such groups as the CUE SIG and the Teaching Children SIG, among others, but successfully reaching out to this expanding new field of language teachers should enable JALT as a whole to continue growing for many years to come. Accepting that the character of JALT must necessarily change, it's up to us, the current members, to continue building for our group's future by ensuring that these new teachers find a comfortable home and rewarding professional base in JALT. To do that, we must always ensure that the cutting edge research we encourage is disseminated in relevant terms and that the forum we maintain for teacher interaction does not succumb to the danger of academic snobbery.

2. Tim Knowles, Teacher Education SIG Membership Chair

First, we must acknowledge our strengths. The conference may not satisfy everyone, but I think that this alone justifies the existence of JALT, and is the source of much energy for the rest of the year. Again, the publications may not satisfy all, but I know of no other independent English-language volumes devoted to Japanese teaching issues distributed on such a scale. Without JALT, they would not exist.

In the early eighties, JALT represented an opportunity for teachers to gather together and improve on the accepted wisdom of the time. Today, the establishment has shifted to accommodate the energy of those days, but teachers still need to get together: not only in print or [on] the internet, but in person, to demonstrate, observe, and just be human. This is *still* a strength of JALT. The regular chapter meetings, which cover a multitude of issues, are a feature rarely found in other professional organisations, and are well worth preserving. And just as vital are the SIGS, most of which (despite some voices to the contrary) owe their existence to the energy within JALT as a whole.

To talk of JALT 'heading' places, like some ship, is a misleading metaphor. People do not join JALT so that JALT can go places. They join so that they personally can progress. JALT exists only as a conduit and facilitator for the needs of the members who will go in many directions. It is the role of JALT to ensure those directions are clear and well sign-posted. However, in order to fulfil this role, we must be prepared to change. The problem is that we become so intent on keeping a direction that we become more and more inflexible.

A simple, flexible organisation should readily be able to reduce expenditure to fit income. However, until recently, this has not been possible. We complain at the complexity of JALT's finances, but solve the problem not by reducing the complexity, but by employing somebody to cope with it. Every year, sixty people gather expensively to argue about allocation of dwindling income. Yet the grass-roots function of JALT does not need so many centres of administration and mini-budgets. It is a policy begun in the eighties under the misapprehension that it signified 'expansion' (and that 'expansion' was a good thing)

If chapters are starved of funds, this rationalisation will occur naturally, but it is not an ideal route. The politics of JALT decision making has meant that the large city areas, with the greatest potential membership, are losing most funding, and hence we rely more and more on the conference to increase both income and membership. We may for a time make up the shortfall from sponsorship, but if we forget that JALT's role is to serve its members, then members will just drift away. The corollary to that, of course, is that if members want change, we must do it ourselves. We cannot just wait for it for happen. (But we probably will).

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Wilma Luth

Student Interlanguage and Classroom Practice

This article was collaboratively edited by the writer and TLT*'s Peer Support Group (PSG). Readers interested in participating in this exciting programme should contact the PSG Coordinator, Andy Barfield, at tlt_psg@jalt.org*

In the field of second language acquisition (SLA), terminology and theories have come and gone. But one concept has retained its status in the field: the idea of the existence of an interlanguage. The term "interlanguage" (IL) originated from a description of pidginization in Hawaii and was used to describe the pidgin that was common to the group being studied. As defined by the Random House Webster's dictionary, a pidgin is "an auxiliary language that has developed from the need of speakers of two different languages to communicate and is primarily a simplified form of one of the languages, with a reduced vocabulary and grammatical structure." Now IL is more commonly used to describe what learners produce in between their native language (L1) and the target language (TL). This definition should not lead us to believe that IL is unique to the individual. Although many factors are unique to each student, IL is also a common or shared phenomenon. It can be seen as both what the learners produce, and also the path or continuum along which learners progress in their acquisition of the TL.

The appeal of IL is in its descriptive power, as well as its practical nature. My understanding of the issues in SLA has been aided considerably when they were related to the IL continuum. These issues include such questions as: why do learners progress at different rates? Why do they make errors? Why do they make the same ones again and again? Looking at these questions in light of the IL continuum provides compelling answers. Learners make errors because they are actively testing their hypotheses and working out the rules of the TL, not necessarily because they don't understand. Perhaps they repeat errors when they are in a period of backsliding, or because they've been taught structures that are too difficult for them based on where they are on the IL continuum. Learners progress at varying rates because there are a whole host of social, psychological, and cognitive factors that affect their learning. These issues have very practical implications for the classroom.

Nemser describes three characteristics of IL commonly accepted in the field of SLA:

> Our assumption is three-fold: (1) Learner's speech at a given time is the patterned product of a linguistic system (La), distinct from LS and LT (the source and the target language) and internally structured. (2) La's at successive stages of learning form an evolving series La^1....La^n, the earlier occurring when a learner first attempts to use the LT, the most advanced at the closest approach to LT.... (3)

> In a given contact situation, the La's of learners at the same stage of proficiency roughly coincide with major variations ascribable to differences in learning experiences. (as quoted in Larsen-Freeman and Long, 1991, p.60)

In this article I will discuss some implications of using these characteristics of IL as a framework to guide our teaching and also investigate ways in which an awareness of IL can inform how we as teachers structure the learning environment, provide useful activities for our students, and maintain realistic expectations for ourselves. The ideas I share come out of my exploration of the practical applications of my learning in an SLA course in which the Larsen-Freeman and Long text was used.

Characteristics of Interlanguage

IL is distinct from both the L1 and the TL; therefore the speech which learners produce is different from both the L1 and the TL. But this is not to say that there is no rhyme or reason in the language produced. On the contrary, it is quite "... systematic, i.e., rule-governed, and common to all learners, any difference being explicable by differences in their learning experience" (Larsen-Freeman & Long, 1991, p. 60). This can be a very freeing idea for both teachers and students. If what our students are producing is an IL that is governed by rules, then we don't have to see every error they make as wrong. If it's a consistently-made error then perhaps it adheres to their IL rule. Asking students to identify their errors and explain why they made them can help us to identify the IL rule being followed and then point out how this differs from the corresponding rule in English. This technique seems to work quite well with students who have reached a certain level of competence and confidence in English and is also well-suited to writing classes.

The second characteristic of IL is that it evolves, from the very first utterance in the TL to the very advanced level of close approximation to the TL. This evolution is not direct, however, which is evident in the use of strategies such as "scouting & trailing" and backsliding. At times students scout ahead, trying out new forms. Yet even when they have figured out a form and have been able to use it successfully, they will at times revert, or trail back, and use the incorrect form once again. They might even backslide completely and seem to have forgotten material recently mastered. This could be due to fatigue or frustration and is a natural part of language learning. Learners can also get stuck at a certain spot along the IL continuum, perhaps because their linguistic or communicative needs are being met with the language they're able to produce, and thus lose motivation to continue. This linguistic fossilization can occur at any point along the IL path and if no new learning takes place, the learner will stay at that point or regress. Understanding this can, at the very least, inspire us to be patient with students who seem to be backsliding or doing more trailing than scouting. We can also use activities in class that will help students work through the areas with which they are having problems.

The third characteristic focuses on the common nature of IL in that some people believe the personal ILs of learners at the same stage of proficiency are generally quite similar, in both production and errors. This could be because of what has been described as the learner's built-in syllabus, the learner-generated sequence of what is to be learned. If this is true, it could go a long way in explaining why some students just do not understand something, no matter how many times we might explain or repeat it. Perhaps they are not yet ready to learn what we are teaching. Pre-assessing students and grouping them with others at the same level would be one useful way to avoid this problem. If students just do not understand a lesson on a certain day, it might be helpful to simply move along in the course plan and review the point when they seem ready.

Learners progress at varying rates because there are a whole host of social, psychological, and cognitive factors that affect their learning.

Other Implications of Interlanguage

What are some of the other practical implications of thinking of language learning as a journey along the IL path or continuum? One option would be to teach the next step in the IL, even if incorrect, instead of teaching the "perfect" TL form. Although intriguing, this way seems fraught with problems. How would the teacher decide what the next step is? Would this step be the same for all the learners in the class? Would it suit the analyzers and be less useful for those who prefer a more gestalt-like approach? Would it suit certain learning styles over others? This option would probably be confusing for students, although teachers might be unconsciously choosing it when they stress fluency over accuracy and accept "less than perfect" language from their students.

I believe I can identify a number of more useful techniques to help students keep moving along the IL path, while also providing them with the help and security they need. First of all, by enhancing the learning environment and making it very input-rich we can flood our students with examples of the TL and opportunities to use it. This is especially important in our context here in Japan. As EFL learners in Japan, our students have limited access to the authentic materials and input that are so readily available to ESL learners. By providing our students with access to

English music, movies, magazines, books, etc., we improve the likelihood that we will facilitate their individual next steps regardless of their particular learning styles or positions on the IL continuum. A number of useful ways to do this are listed on pages 83-6 of Larsen-Freeman's *Techniques and Principles in Language Teaching*. These are presented as ways to apply the principles of Suggestopedia, an approach to teaching languages which advocates a rich, multisensory environment.

Secondly, we can also encourage our students to take risks, by setting up situations in which they can be successful and then pushing them a little further. One example would be to instruct students to ask their partners a certain number of follow-up questions after an initial conversation pattern has been practiced. We can help students develop their abilities to notice the gap between the TL and their IL by providing negative evidence, for example, by videotaping a class and discussing the errors we notice. Because of the nature of scouting & trailing, it's important to recycle and review the language being worked on. Students can identify the expressions and forms they need to remember, their personal "next steps" list, if they are periodically required to write review sheets. The potential for learning is deepened when students use these review sheets as scripts for a review cassette to which they regularly listen. These techniques can help to compensate for our students' differing aptitudes and motivation levels.

Thinking "interlingually" has helped me identify effective and realistic ways to support my students in their journey along the IL continuum.

Finally, as teachers it's important to remember that a lot of learning can take place before it shows up or becomes evident in our students' progress. We might be lucky enough to see the light of awareness in our students' eyes or we might be preparing them for their next teacher to inspire that light. Either way is valid. But I think that consistently implementing the elements described above in our teaching will enhance the conditions necessary to inspire those teachable moments. Corder writes that "efficient language teaching must work with, rather than against, natural processes, facilitate and expedite rather than impede learning." (as quoted in Larsen-Freeman & Long, 1991, p. 3). When what we do is connected to what the students are interested in and takes into account their progress on the IL path, then conditions are ripe for learning to take place.

Conclusion

In this article I have discussed some implications of Nemser's three characteristics of IL, that it is distinct from both the L1 and the TL, evolutionary by nature, and usually common to learners at the same level. I have also explored ways in which an awareness of IL can inform our structuring of the learning environment and help us provide useful activities for our students while also maintaining realistic expectations for ourselves.

The concept of IL has been key to framing my thinking about my own L2 acquisition as well as that of my students, because it transcends the narrow either/or nature of many theories. Thinking "interlingually" has helped me identify effective and realistic ways to support my students in their journey along the IL continuum. Language teaching that takes into account where students are on their own IL paths has the potential to transform the learning experience for both teachers and students.

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Wilma Luth teaches at two universities and a junior college in Sapporo, and is a Masters candidate at the School for International Training.

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Sean M. Reedy
Maebashi Institute of Technology

TOEFL Scores in Japan: Much Ado About Nothing

本論文では、比較テストスコアであるTOEFLスコアをより正確に検討することにより、日本人学生の英語力を再検証する。比較テストスコアがいかに誤解を招きやすいかについてのケーススタディをTOEFL統計から例示し、標準化テスト統計のより批判的な解釈の必要性を主張する。

Bashing Japanese students over their lack of foreign language learning ability seems to be in vogue these days. All sorts of folks are jumping on the "Japanese are poor language learners" bandwagon, from foreign language teachers to academicians (Clark, 2000; Tolbert, 2000; Mulvey, 1999). University of Tokyo Professor Inoguchi, for example, claims that learning English is a lost cause for the Japanese commoner: "What matters is that the elites [sic] speak good English (2000 January 29. *The Washington Post*, A13). Gregory Clark, pointing to the "shocking discovery" that Japan ranks worst than Laos and Cambodia in English language ability argues ". . . even if English was an official language, it is hard to imagine the Japanese nation emerging as a fluent English speaker" (2000, p. 19).

There is nothing new in this. Since at least the late Edo period, Japanese have been taught to see themselves as poor assimilators of foreign languages (Dore, 1984). The latest spate of criticism simply reinforces a stereotype of Japanese people as intrinsically poor at communicating in other tongues. The evidence that is frequently paraded about as proof of the dreadful nature of foreign language learning in Japan, evidence used to excoriate all elements of the foreign language system—Japanese learners, Japanese teachers, the Japanese test-taking system, the Japanese educational bureaucracy, even the Japanese language itself—is Japanese students' scores on the TOEFL test. Discounting the validity of the TOEFL test as a measure of language ability, an issue of significant debate in itself, one can comfortably drive huge logical holes in the data marched out by those who argue the TOEFL scores are indicative of a comparative lack of second language ability among Japanese learners.

Benjamin Disraeli once quipped, "There are three kinds of lies: lies, damn lies and statistics." A quick look at the TOEFL statistics on the following page bears out the British statesman's caveat.

On the surface, Japan fares quite poorly, finishing forty-fourth out of the 50 countries, and indeed, a number of educators, such as Sawa (1999) and Honna (1995) read the statistics at this surface level. Sawa, for example, bemoans the fact that, "In 1998 Japan was reportedly overtaken by Mongolia, slipping to the bottom of the TOEFL ranks" (p. 20).

The statistics cry out for a deeper look. The ranking is neat and clear, but the numerical incongruity that pops out in the data is the number of Japanese test takers *vis a vis* their foreign counterparts. Represented as a percentage of the overall population of college

Table 1 A Comparison of TOEFL scores across 50 nations

Country	# test takers	Score	Country	# test takers	Score
Holland	2, 322	607	Nigeria	3,330	540
Austria	1,051	594	Mexico	7,146	539
Denmark	1,174	593	USSR	1,008	538
Belgium	1,511	592	Malaysia	23,414	535
Sweden	2,174	589	Peru	3,466	534
West Germany	11,912	588	Brazil	8,032	532
Finland	1,015	586	Greece	12, 282	532
Singapore	4,728	583	Colombia	4, 584	527
Norway	3,568	572	China	78,894	521
India	44,487	571	Turkey	9, 511	515
Ghana	2,019	569	Iran	8, 252	508
The Philippines	9,254	569	Hong Kong	71,596	506
Italy	4,122	569	Egypt	6, 775	505
Switzerland	3, 41	569	S. Korea	67, 834	505
South Africa	452	567	Taiwan	47,098	505
Portugal	612	566	Ethiopia	2,868	503
Iceland	953	563	Libya	371	496
Argentina	2,522	560	Indonesia	23,971	496
Kenya	2,150	559	Japan	154,609	493
Hungary	587	559	Thailand	25,027	427
Czech/Slovak	464	558	Sudan	1,150	487
France	17,694	554	Jordan	9,425	472
Spain	7,001	551	S. Arabia	6,891	467
Yugoslavia	1,609	551	UAE	1,711	462
Israel	4,886	544	Kuwait	6,088	451

Source: TOEFL Test and Score Manual, 1990-1991

age students, the number of Japanese examinees is significantly higher than in many of the countries with higher scores. There is no need here to present more statistical minutiae. The data can be interpreted in a commonsensical fashion. The statistics as they are presented **lie**. The number of college age students in Italy, The Philippines, and Germany respectively is within 30% (plus or minus) the number in Japan; Yet, over thirty times more Japanese students took the test compared to their Italian counterparts; sixteen times more *vis a vis* students from the Philippines; and thirteen times more than Germans.

So what do the statistics mean? How can we interpret them? First of all, the statistics do ***not*** mean the ***average*** Japanese college-age student scores lower than his/her ***average*** counterpart abroad, as many pundits have suggested. Obviously, a significantly larger number of Japanese students are taking the test than in other countries. With a bit of demographic research, we discover that a much larger percentage of Japanese students *as a percentage of the total college-age population* sit for the TOEFL than do students in most (but not all) of the countries listed in the table.

From a more rigorous inspection of the data, we may draw some reasonable inferences. First, compared to students in most of the other countries listed above, a much larger range of Japanese students in terms of English ability level are taking the TOEFL test (This does not hold true, however, for Taiwan and Hong Kong, countries with scores not surprisingly quite similar to those of Japan). This inference is supported by much circumstantial evidence: TOEFL is big business everywhere, but it is ***really*** big in Japan; in Japan taking standardized tests has become somewhat *de rigeur* , irrespective of one's language ability; measuring one's ability against standardized measures of competency is an integral pattern of learning in Japan, a pattern Letendre and Rohlen (1998) label as *perfectibility* (*kaizen*, 改善) and one that Reedy (1999) identifies as part of Japanese students' *cultural learning history*.

A second inference can be gained by inspecting the small number of examinees (as a percentage of the total college-age population) in countries where students scored particularly high, such as in Holland, Austria, Germany, and Denmark. One could reasonably infer that these students represent the academic elite in their respective nations, and that if one were to compare this elite with scores on the TOEFL of the academic elite in Japan, say the top 10% of high school graduates, one might very well find quite similar results.

A third inference one might draw from a more careful analysis of the data is that other key variables explain the disparity in the test scores: first, the distance between the L1 and English; second, the age at which English instruction begins in the schools. Swedish, Dutch and Danish are considerably closer linguistically to English than is Japanese; moreover, in these countries as well as in other high scoring countries, such as The Philippines, English language instruction begins at the primary school level. The data would appear to lend support for the introduction of second language education at the primary school level in Japan. Sawa (1999) chooses to conclude the opposite. Japanese are generally poor at foreign language, he claims the data demonstrates, *ergo* we should abandon required foreign language learning in the schools.

What information is needed to support (or detract from) the aforementioned inferences? First, one would have to measure the English ability of the test takers in all of the countries by some *statistically* valid test

prior to their taking the TOEFL. In other words, one must hold constant the variable *English language ability* with the test takers. This would yield data enabling educators to draw fair conclusions about comparative language ability. This researcher believes it would likely point out the obvious: students with high English language skills and an early and high degree of exposure to English language learning would score approximately the same on the TOEFL across language cultures. Conversely, students with minimal exposure to English would score low across language cultures.

My reading of the statistics runs contrary to conventional wisdom. Given the large percentage of Japanese students taking the TOEFL, a score of 493—499 according to the 1998 TOEFL results—is fairly impressive. With one more statistically insignificant point, the average Japanese TOEFL examinee would qualify for entrance to dozens of universities in countries where English is considered the national or native language. Moreover, Japanese students score very close to or higher than students in countries where English is one of the primary languages of instruction in the schools, such as in Taiwan and the former Hong Kong, or where English is taught in many school districts from primary school, for instance in UAE and Kuwait.

The statistics are misleading, and unfair, for another reason. In effect they compare apples to oranges. We have bilingual or multilingual nations such as Switzerland being contrasted to primarily monolingual nations, such as Japan and Korea. We also have countries where English is the language of instruction in the schools, such as the Philippines, to nations where English is taught fifty minutes a day beginning in junior high school. This tells us little about comparative foreign language skills across cultures.

> ***The evidence that is frequently paraded about as proof of the dreadful nature of foreign language learning in Japan . . . is Japanese students' scores on the TOEFL test.***

To say anything about language ability, the statistics must be interpreted in terms of the percentage of college age students taking the TOEFL within their respective countries. This would help explain the surprisingly low score of Kuwaitis. The number of test takers appears small (6,088); however, Kuwait is a nation of 1.8 million people, about the same as Chiba City. When the number of examinees is represented as a percentage of the total number of college-age students, Kuwait comes out on top, Hong Kong second, Taiwan third, with South Korea and Japan rounding out the top five. All of these nations are found near the bottom on the above list of TOEFL scores. Does this mean the average young high school graduate in these countries is poor at language learning? Given the large percentage of college-age students taking the test in these nations, the opposite conclusion could just as plausibly be drawn—one that keeps in mind Disraeli's caveat about statistics.

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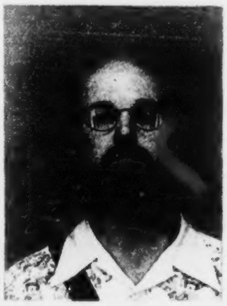

Sean Reedy has extensive international experience as a language and history educator, researcher, and writer. He obtained his B.A. from the University of California, Berkeley, and his doctorate from the University of San Francisco in International and Multicultural Education. His current research areas are higher education policy-making and the sociolinguistics of language contact. He is Associate Professor of English and Linguistics at Maebashi Institute of Technology in Gunma, Japan. He has lived and worked in Japan since 1985.

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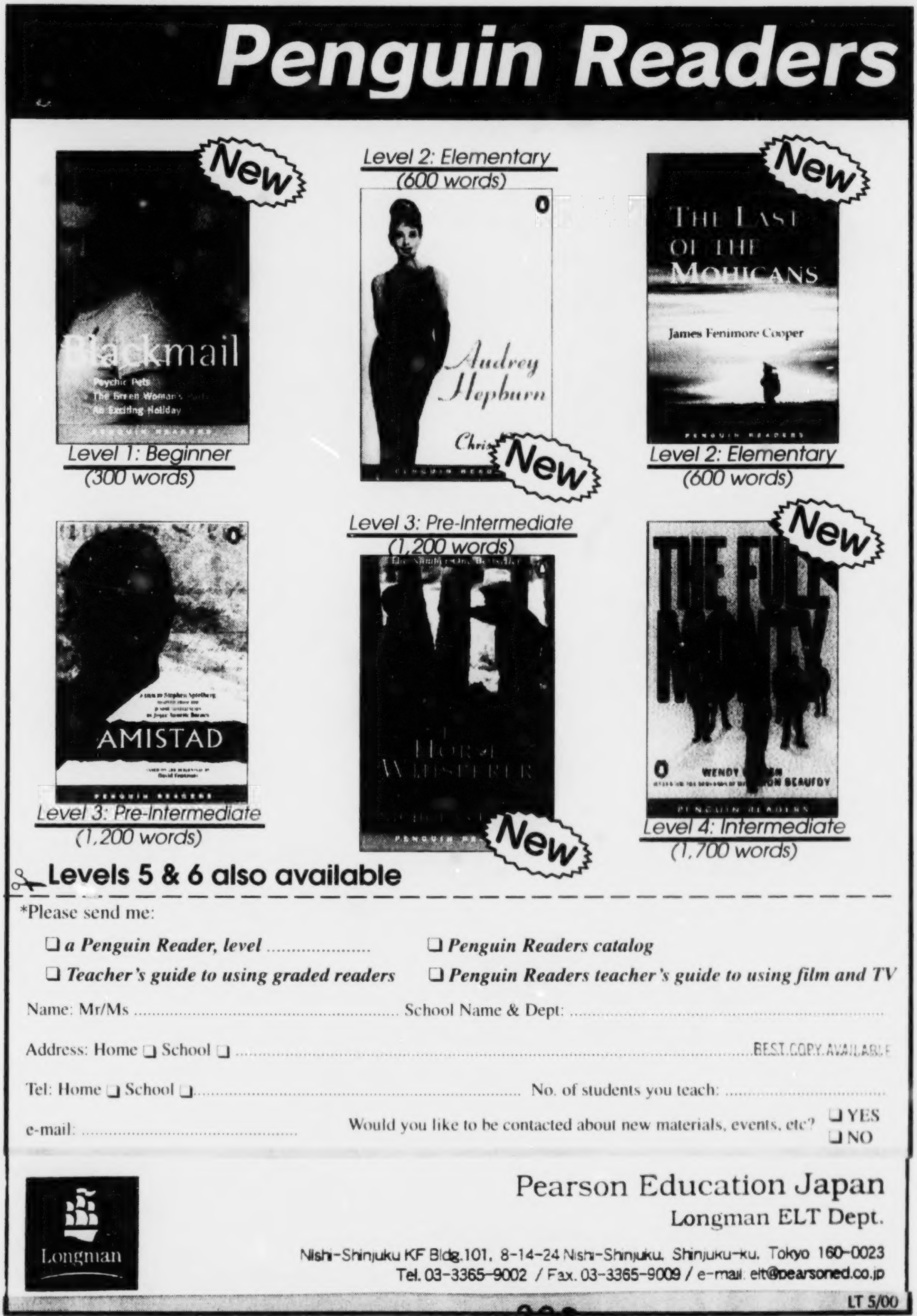
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Joseph Shaules
Rikkyo University
Aiko Inoue
Rikkyo University

Relativism and Universalism—Opposing Views of Education for Internationalization

国際化を促進する方法として次の２つが広く支持されている。グローバル問題の学習と異文化間コミュニケーション教育である。しかし、この２つは、文化差異の基本的な扱い方が異なっていると著者は主張する。つまり、グローバル問題教育は文化間での人類の共通点を強調することによって普遍的であり、異文化間コミュニケーション教育では文化間の違いを強調することによって相対的である。そこで、文化センシティビティのBennettのモデルを挙げ、普遍的な考えと相対的な考えをいかにして一つの教育モデルに統合するかを示した。グローバル問題の学習は学習者の国際化を促す第一歩となり、異文化間コミュニケーション教育は、学習者が異文化の人々とより深い、複雑な関係を持つための準備を手助けする。国際化教育のためにより明示的な理論枠組みが必要であると著者は結論づけている。

The February, 1999, issue of *The Language Teacher* was a special issue dedicated to teaching world citizenship in the language classroom. Reactions to the contents of this issue from colleagues at our university, all of whom are currently teaching a required course in intercultural communication, ranged from feeling inspired to being disgusted.

One teacher felt that some articles attempted to push a liberal North American sociopolitical agenda onto students, while another teacher liked those same articles and felt that the intercultural communication class offered at our university ignored pressing social issues. Both agreed that being socially responsible was important. Teachers agreed broadly with the general goals of greater world citizenship, but disagreed on how to accomplish those goals.

Though little consensus emerged, discussion did seem to polarize between two groups which could be described as "globalists"—teachers who emphasized focusing students attention on a global vision of shared humanity, and "interculturalists"—those who emphasized drawing attention to cultural difference as a way to defuse what was seen as inevitable cross-cultural conflict.

These two positions roughly correspond with the field of global issues education (the globalists) and the field of intercultural communication education (the interculturalists). What our discussion highlighted was the perhaps unexpected difficulty of reconciling these two points of view. We believe that this is a result of often unexamined hidden assumption behind the goals of these respective disciplines. This paper seeks to examine these hidden assumptions and introduce an educational model to reconcile them.

What We Share or How We Differ?

It is a truism to say that humans all share certain characteristics. It is equally true to say that no two people or cultures are exactly alike. Since good human relations require both common ground for understanding, and respect for difference, educators seeking to encourage cross-cultural understanding are asked an important question. Is intercultural conflict caused more fundamentally by a lack of appreciation of what we share? Or a lack of appreciation for how we are different? And based on this answer, to what degree should learners' attention be focused on points of commonality across culture, as opposed to focussing on points of difference?

The answer to this question can be divided into two opposing viewpoints which we believe correspond roughly with the often unspoken assumptions behind global issues education and intercultural communication education.

The "Universalists"

A universalistic point of view maintains that humans are all subject to certain universal imperatives. Bennett (1993) divides universalism into two categories. Physical universalism refers to the assumption that "human beings in all cultures have physical characteristics in common that dictate behavior which is basically understandable to any other human beings" (p. 23). Transcendent universalism assumes that "all human beings, whether they know it or not, are products of some single transcendent principle, law, or imperative" (p.23). Bennett gives examples of religious forms of universalism ("We are all children of the same God"), socio-political forms (Marxist theory of class struggle) and psychological forms (theories of psychological needs). Proponents assume these principles to be invariably valid across culture (p. 23-25).

We believe that a universalistic view is strongly represented in the Teaching World Citizenship in the Language Classroom issue (Feb. 1999) of *The Language Teacher*. Cates (1999) refers to "developing an allegiance to humanity as a whole" (p. 15). This allegiance is, we assume, based on universal elements of shared humanity. What precisely we share is left undefined. Harrison (1999) argues that teachers should "enable young people to act collaboratively to influence or change (the) world" (p. 29). We assume Harrison intends to encourage things like justice and equality, yet in so doing downplays the possibility that what may seem just to you, may not to me. His reasoning appears to rest on universalistic assumptions of the self-evident nature of goodness or justice.

Strain (1999) uses educational goals promoted by the Baha'i International Community, some of which are clearly universalistic, such as "creating conditions in which unity emerges as the natural state of human existence," and some of which are also more specific, such as "supporting social and economic justice", and "achieving gender equality " (p. 26). The underlying assumption seems to be that what is "just" or "equal" or "natural" is universal enough for us to all recognize.

Higgins and Tanaka (1999) feel that "a fundamental goal of teaching is the empowerment of others" (p. 15). Empowerment is defined as helping students "tap the powers of their own minds and hearts" to greater "develop themselves within the matrix of the world", including the concept that "our world can be shaped and reshaped by our own vision" (p. 15). While we find these goals so vague as to be nearly meaningless, Higgins and Tanaka also go on to promote the development of more specific skills such as critical thinking, to give students a "greater sense of self" and an "internal guidance system" to enable students to become "'empowered' independent citizens" (p. 16).

The emphasis on individuality, independence and internal guidance (moral/ethical standards?), suggests that the universalistic assumptions behind their educational goals are related to seeing students in sociopolitical, or perhaps ethical/moral terms, as agents of unspecified social or attitudinal change. Higgins and Tanaka (1999) seem to feel that Japanese students fall far short of some desired universalistic state of development. They describe their students as "naive and undernourished in their vision of the world" (p.15) and refer to students' "cultural reticence, ritual training and educational battle fatigue" which "strongly resembles incompetence" (p. 16).

Higgins and Tanaka (1999) also say that students must "overcome cultural obstacles" (p. 15), and "connect to the power of a deeper motivation" (p.16). We take "deeper" used in this context to mean more universal and less influenced by culture. This view—that culture is something layered on top of a deeper universal self—is at the heart of the universalistic point of view.

The "Relativists"

While world citizenship education as outlined by Cates (1999), and interpreted in the recent special issue of TLT (Feb. 1999) emphasizes universalism, the field of intercultural communication (IC) education has a very different background. While it also developed after World War II, it evolved not from the field of education, but initially from cultural anthropology as well as training for aid workers and Peace Corps volunteers (Damen, 1987, p. 24-27) (Gudykunst, 1985). Edward Hall (1959) was the first to use the term *intercultural communication*, and his groundbreaking work on the hidden nature of cultural difference set the tone for the development of the field (Gudykunst, 1985, p. 2-3).

Currently, the field of IC includes not only the academic discipline of anthropology, but also, sociology, social psychology, communication and others. The discipline of IC emphasizes cross-cultural comparison (e.g. Barnlund, 1989; Condon, 1984; Hofstede, 1997; Stewart & Bennett, 1991; Trompenaars, 1998) as well as intercultural training and education (e.g. Bennett, 1993; Cushner & Brislin, 1996; Gaston, 1992; Kohls, 1996) as well as theorizing on the nature of culture and its relationship to communication and social reality (e.g. Kim, 1988; Gudykunst & Nishida, 1985; Watzlawick, 1984).

One common thread, however, in contrast to what we have considered from the field of world citizenship education, is an emphasis on cultural difference, rather than similarity. As Lustig and Koester (1996) state explicitly in the introduction to their introductory college text on intercultural communication "Our purpose . . . is to provide the conceptual tools for understanding how cultural differences can affect interpersonal communication" (p. 4).

This emphasis on difference flows from assumptions that are diametrically opposed to the universalistic notions of global education. Bennett (1993) states: "Intercultural sensitivity is not natural. It is not part of our primate past" and therefore "(e)ducation and training in intercultural communication is an approach to changing our "natural" behavior" (p. 21). This formulation assumes that cultural conflict is a natural (though not desirable) product of unavoidable cultural difference.

From Theory to Practice

These two contrasting theoretical assumptions regarding cultural difference lead to extremely divergent views concerning education for cross-cultural understanding. To illustrate that divergence, we present differing answers to the kinds of fundamental questions that we believe language teachers face in approaching this issue. In an informal survey of colleagues, we found most respondents gravitated towards either a universal or relativistic set of answers.

What is the ideal for a global community?

Universalistic – Global identity and community comes from mutual understanding based on knowledge and awareness of shared humanity, respect for individual development (and social justice?); concepts which transcend culture.

Relativistic – Global identity and community comes from understanding the limitations of one's particular viewpoint, resulting in relationships based on constructive engagement between people with different social realities.

Why is there intercultural/international conflict?

Universalistic – Justice is self-evident. Oppressors (governments and individuals) selfishly seek to perpetuate their advantage. Informed people can find solutions to conflict. Prejudicial attitudes and behavior is a result of a negative socialization which should be eliminated.

Relativistic – Justice is difficult to define. Reasonable people disagree because knowledge and world view is relative. Prejudicial attitudes (ethnocentrism) is a natural product of human social evolution. Ethnorelativism is developed by construction engagement with difference.

How can we achieve greater intercultural understanding?

Universalistic – Seek to understand elements of shared humanity. Emphasize global point of view and ethical standards as a tool for viewing social issues and personal development.

Relativistic – Seek to understand the differences between people. Emphasize process of understanding different points of view as tool for viewing social issues and personal development.

The Critics

We have also summarized what we believe to be possible criticism of these two points of view.

Critics of universalism may say: 1) Emphasizing commonality works only for shallow interactions; 2) Ethical vision espoused has a cultural bias (confrontational, individualistic, doing oriented); 3) Social activism is reflection of sociopolitical view of its proponents (liberal North American?); 4) In extreme form, universalism is condescending and naive.

Critics of relativism may say: 1) Relativism ignores deeper (according to universalists) elements of humanity; 2) Focus on difference is divisive because it downplays points of common understanding; 3) Relativism lacks ethical vision and may ignore pressing social and humanitarian issues; 4) In extreme form, relativism can be self-serving and immoral when used to justify oppression.

Bennett's Developmental Model of Intercultural Sensitivity

The majority of language teachers in Japan don't have formal training in either intercultural communication education or global issues education, yet are often expected to take the lead in movements towards internationalization within educational institutions. We believe that there has been a lack of rigorous thinking behind many of the educational initiatives to promote internationalization. Subsequently, "internationalization" is sometimes seen as only a catch phrase to be "used and abused in Japanese society". (Higgins & Tanaka, 1999, p.15)

The divisive dichotomy between relativistic and universalistic positions is an example of the dangers of failing to clearly delineate an educational model upon which one's educational goals are predicated. Language textbooks regularly explain the educational assumptions behind the organization of materials. A text based on silent way methodology will be different from one that is based on audiolingualism. We feel that this theoretical underpinning is necessary for education aimed at internationalization as well.

Bennett (1993) provides an educational model which we believe can provide a broader and more rigorous framework for education for internationalization, and which also encompasses both difference and similarity. His Developmental Model of Intercultural Sensitivity proposes that the ultimate goal of intercultural training is to "transcend traditional ethnocentrism and explore new relationships across cultural boundaries" (p. 21), with the requisite intercultural sensitivity defined in stages of personal growth. This growth is defined in terms of "increased sophistication in dealing with cultural difference, moving from ethnocentrism through stages of greater recognition and acceptance of difference (ethnorelativism)" (p. 22). Educational activities should focus on helping students move from one stage of development to the next.

His model consists of six stages:

Denial – At this stage, a learner is unaware that cultural difference exists. Everything is judged by an absolutely ethnocentric standard. A person in denial might say "I don't believe in that culture stuff" or "All cities are the same, just crowds and cars."

Defense – At the defense stage, difference is recognized, yet denigrated and resisted. Racism is a form of defense, as is the attitude of "they sure have a thing or two to learn from us."

Minimization – In the minimization stage, difference is recognized, yet seen as relatively unimportant. Bennett describes forms of universalism as being typical of the minimization stage of development because judgements are still based on an individual's culture. To say "We're all basically animal" or "We are all God's children" rests on the speakers definition of what it means to be an animal, or a child of God (p. 23). People with other world views don't necessarily agree with those definitions. Learners at this stage don't see that what they assume to be universal principals actually are a product of their cultural point of view.

Acceptance – At this stage, learners have recognized that their world view is a result of their culture, and accept that other people have equally valid world views. At this stage, a learner might say "well, people there have their own way of doing things which works just fine."

Adaptation – At this stage, learners gain the ability not only to accept difference, but also gain the attitudes and skills to function within another cultural framework. At this stage a learner might say "well, I'll try dealing with this issue Japanese style" (for non-Japanese).

Integration – The stage of integration implies that one can function comfortably in two or more cultural settings, and shift perspectives as necessary or desired and engage in the ongoing creation of a world view which is not dependent upon a single cultural point of view.

These stages are not exclusive, but form a continuum of development. An important element of Bennett's model is his assertion that the focus of educational activities depend on the stage of development of the learner. (Bennett, p. 2-3) As a learner progresses through different stages, different kinds of activities are better or worse suited to taking the learner to the subsequent stage.

At the defense stage, for example, because learners resist the differences inherent in accepting cultural others, learning activities can effectively focus on similarity and common humanity. Focusing on qualities that everyone shares can help learners go beyond the distrust and resistance typical of the defense stage. When this is coupled with providing objective information about the cultural others, it can also act as a starting point for communication and mutual understanding.

At the minimization stage, on the other hand, it can be useful to focus on ways in which people from other cultures are not as similar as the learner might expect. Activities which focus on clarifying cultural values, or cultural dilemmas which ask students to look at a situation from other cultural points of view, can be effective for learners at this stage.

Given a more substantial theoretical framework from which to base our educational decisions, we not only are given guidance in how to accomplish the broad goals of mutual understanding or internationalism, but are also given a point of departure for discussing which framework best suits out intentions. If Bennett's model is not suited to our purposes, then what model is? And for what reasons? Different models provide points of comparison and a way for us to make progress in international education, much as debate about language learning theory drives innovation in materials and teaching methodology.

Conclusion

The special issue of *TLT* that focused on world citizenship education (Feb. 1999) forced the authors to more carefully examine the premises behind our own teaching and curriculum planning. This article has been influenced by our particular bias (decidedly relativistic with a background in intercultural communication education) yet we hope to find common ground with teachers who have different perspectives.

We feel strongly that the distinction between universalistic thinking and relativistic thinking is important. In terms of educational goals, we feel that activities and materials which focus on commonality, particularly objective culture, are effective for relatively inexperienced or sheltered students as a first step to recognition of the reality of the world beyond their neighborhood and beyond Japan.

At the same time, we feel that any goodwill generated will probably not provide students with the ability to cope with deeper or long-term exposure to cultural difference, such as living abroad. We also shy away from a social activist stance in our teaching, and strongly feel that the notion that students need to "overcome" their culture is ethnocentric.

For some students, and certainly for more sophisticated students such as English majors, or those with more international experience, we feel that exploring the nature of culture difference is important. However, care needs to be taken not to reinforce stereotypes. For this reason, we feel that awareness activities which focus on cultures within Japan can be effective as a first step before attempting to focus on the cultural difference outside of Japan. We agree with Higgins and Tanaka (1999) that there is a danger of reinforcing the *us-them* mode which is a strong element of Japanese culture.

We hope for a continued discussion, characterized by thoughtfulness and intellectual rigor, on how language educators can further international understanding. If we cannot reach some working consensus on how to encourage mutual understanding, then we have failed in those same skills we want our students to develop.

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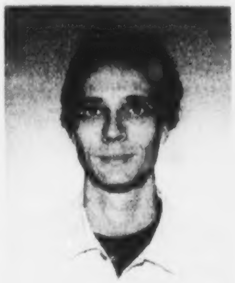

Joseph Shaules is an Associate Professor at Rikkyo University. He is a curriculum coordinator there, and oversees required courses in Intercultural Communication (ICC). He is the co-author of ICC related textbooks, including: *Different Realities* and *Culture in Action and Culture Riddles.* He also co-hosts an NHK English educational television program.

Aiko Inoue received her MS in Education of Intercultural Communication from the University of Pennsylvania. She is currently an adjunct lecturer at Rikkyo University. Recently published books include *Aspects of Different Cultures* (with Tamotsu Tanaka, et.al) and *The Wagner Method of Excellence in Business English* (translation).

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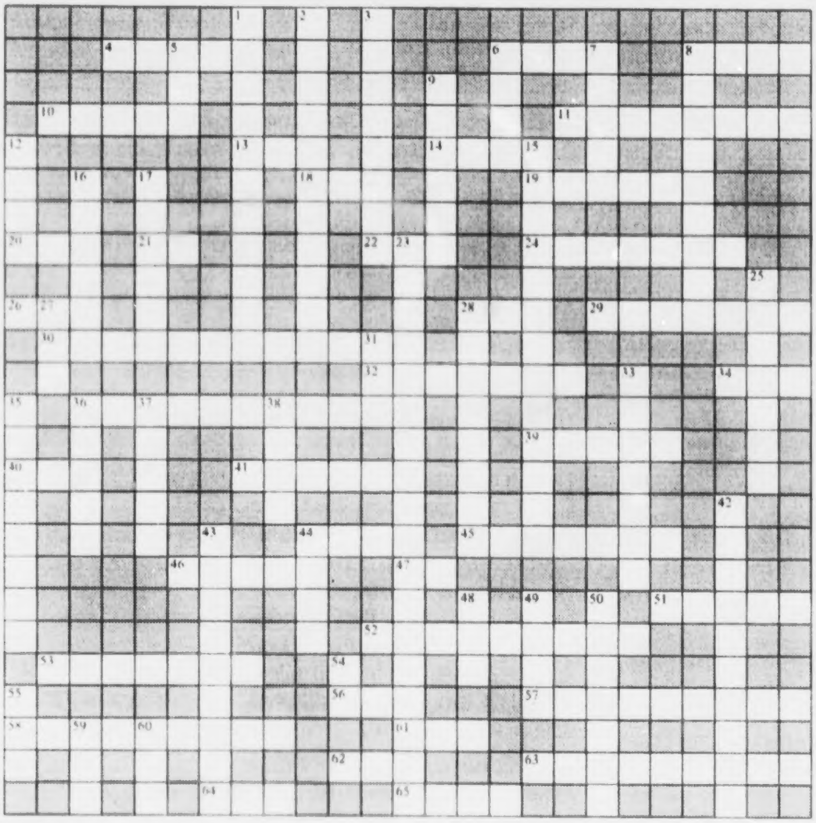

Who can you name, and what can you identify?

ACROSS
- 4 A test designed to measure lower level English users in Business English
- 6 Short for Conjunction
- 8 A short exam
- 10 Having students do an activity that includes a lot of repetition of a pattern or words
- 11 The type of language used in universities
- 13 Computer Assisted Instruction
- 14 A teachers organization based in Singapore
- 18 Selection
- 19 Speaking and Writing
- 20 Learning through activities
- 21 Language Laboratory
- 22 The second word of Gattengo's method
- 24 When a person keeps track of how she is saying things
- 26 A society in England that issues a diploma for teachers
- 28 Sentence
- 29 Major proponent of the Monitor Theory
- 30 Motivation to learn to get a job
- 32 The quirks of a certain area
- 34 Short for Adjective
- 36 Wants to be part of the culture
- 39 The major group of language teachers based in the U.S.
- 40 English for Special Purposes
- 41 The major group of language teachers based in the U.K.
- 44 Short for Pronoun
- 45 Some call him the great synthesizer
- 46 Short for Interjection
- 47 Global Issues
- 51 Sir Randolph produced a huge grammar book
- 52 Having students write down exactly what is said
- 53 One of the four skills, making the printed word
- 56 Assistant English Teacher
- 57 Without a bunch of these, nobody would be talking at conferences
- 58 One of the four skills, hearing the oral words
- 61 Intensive English Programs
- 62 Pan Asian Conference
- 63 More than one person doing an exercise together
- 64 English as a second language
- 65 Music in the classroom, with words, is this

DOWN
- 1 Using whatever technique is appropriate to cover the point
- 2 What is desired of and by language learners
- 3 Family name of the man who breaks rules
- 5 English as a foreign language
- 6 Computer Assisted Language Learning
- 7 Japan Association of College English Teachers
- 8 What the teacher often uses to get the students to use English; opposite of response
- 9 The man of dictionary fame
- 12 The Japan Association for Language Teaching
- 15 Using language to express meaning
- 16 Founder of Community Language Learning
- 17 What the teacher basically is in Gattengo's method
- 23 Using what is found in linguistics in actual teaching
- 25 One of the four skills, understanding the printed word
- 27 Situation
- 28 What is studied when in a course
- 31 Short for Adverb
- 33 The study of the sounds of a language
- 35 One of the four skills, making the oral word
- 36 What should be a little bit higher than understanding according to Krashen
- 37 An English test often used for college admittance
- 38 American Association of Applied Linguistics
- 42 What drives people
- 43 A course that meets for hours every day
- 44 Short for Preposition
- 48 Japanese Teacher of English
- 49 Society for Testing English Proficiency
- 50 Group of language teachers based in Korea
- 54 Error Analysis
- 55 Second Language Acquisition
- 59 A reading program
- 60 English Speaking Society

(Solution on page 53.)

Simon Capper
Suzugamine Women's College, Hiroshima

Nonverbal Communication and the Second Language Learner:

Some Pedagogic Considerations

This paper addresses the lack of emphasis placed on nonverbal communication (NVC) in contemporary language teaching. After a brief discussion of how this aspect of communication is often overlooked in our field, consideration is given to the nature, importance, and general functions of NVC. Specific types of NVC are then outlined and suggestions are made for ways in which the study of NVC and awareness of its importance may be promoted and applied in the classroom.

It is generally recognized that in the paradigm of communicative competence (Savignon, 1983) one requisite is an ability to adapt to the cultural norms of the target language group. It is also true that this ability requires competence in three communicative channels: linguistic, (grammar, vocabulary, etc.), paralinguistic, (prosody, intonation, stress, pitch, etc.) and nonverbal (body language, gesture, etc.). While it is not surprising that linguistic and paralinguistic features are given prominence in language learning, nonverbal aspects seem to be almost completely neglected, surprisingly so given the central role of NVC in face to face communication. NVC is often culture-specific and, while universals exist, most aspects of NVC are acquired by members of a culture through natural, contextualized exposure.

NVC Deficiency in Language Textbooks

Nowhere is the neglect of NVC more evident than in the textbooks currently available to the language teacher. Of the three channels of communication, linguistic, and to a lesser extent paralinguistic features are adequately catered to; such features are deemed essential to the communicative process. However, many of our cultural stereotypes are founded not on overt linguistic features, (which are usually more concerned with imparting information) but on the impressions formed from paralinguistic and nonverbal evidence, not *what* was said, but *how* it was said. Conversations are as likely to be remembered for what was *not* said as much as for what *was*, and the impressions gleaned from nonverbal channels are likely to be profound and enduring.

It is all the more significant therefore, that in a survey of 20 conversation textbooks considered for use in one junior college, only one made even passing reference to nonverbal communication, and then only with regard to facial expressions of emotion. Textbooks, already limited by their inability to suc-

本論文では、現代の教材における非言語コミュニケーション(NVC)に対する配慮の欠如を指摘する。ＮＶＣの性質、重要性、機能を述べ、ＮＶＣを類型化する。さらに、教室で、ＮＶＣ学習とその重要性の意識化を促す方法を提示する。

cessfully represent fluent, natural speech, seem to make the fallacious assumption that learners will eventually, somehow, acquire nonverbal communicative skills. This handicaps learners by denying them a rich source of extra-linguistic techniques. While a case may be made that learners will develop such skills after extensive and prolonged exposure to the target culture, perhaps through immersion in the host culture, this is a luxury enjoyed by only a small minority of language learners. Most Japanese learners may never have the chance to observe and absorb the subtle nuances of nonverbal communication at first hand.

To most speakers, nonverbal communication is often an unconscious (even involuntary) process, in both the messages they transmit and the messages they receive. While allowances are often made for the non-native's linguistic deficiencies, shortcomings pertaining to the 'silent' voice, the quiet communication of hand movement, gestures, posture, facial expression and gaze, may impede communication with neither party realizing why.

Communication is a two way process. It is not enough for the speakers merely to be able to perceive nonverbal signs. It is important to read and be read, to understand and be understood, actively cooperating in the communicative process.

many of our cultural stereotypes are founded not on overt linguistic features, (which are usually more concerned with imparting information) but on the impressions formed from paralinguistic and nonverbal evidence

The Functions of Nonverbal Communication

Before looking at specific types of NVC and its pedagogical applications, brief reference will be made to the general functions of NVC, of which there are five main categories.

(i) Regulatory function: The difficulty of engaging in conversation with people whose self-presentation, feedback and manner are different from what we are accustomed to has been well documented. The regulatory function of NVC serves to provide vital clues for the listener's interpretation of speech acts, and considerably enhances conversation management.

(ii) Interpersonal function: NVC serves to express attitudes and emotions in interpersonal relations (also known as 'affect displays'). In a review of research regarding mutuality in nonverbal exchange (synchrony, congruence and convergence as features of NVC), Wallbott (1995) recognizes the value in considering the underlying reasons for NVC, rather than being content merely to interpret its superficial manifestations, which are themselves often highly context-dependent. Citing research from the field of social psychology, he points out that 'Mutual convergence, leading to increased sympathy and/or attraction between interaction partners, or being an indicator of positive relationships, is established by mutual giving and taking," (1995, p. 83). If this is true, NVC may play a key role in helping to achieve communicative goals which are highly valued among Japanese, for whom the need to maintain harmony in interpersonal relations is often paramount.

(iii) Emblematic function: Largely the use of gestures to convey a specific message. This will be discussed in greater detail below.

(iv) Illustrative function: NVC used to indicate size, shape, distance, etc. For example, when giving directions, a level pointing arm will indicate something nearby, an arm raised much higher and pointing will usually indicate a greater distance.

(v) Adaptive function: Used as a means of reassurance, self-comforting; often involving unconscious acts such as playing with hair, beard stroking, playing with a pencil or cigarette, etc.

Types of Nonverbal Communication

It is important for teachers to understand the distinctions between the various forms of NVC. The following is a basic introduction to the areas most relevant to the classroom. Suggestions are also made for classroom based awareness raising activities.

(1) Gesture

Gestures are perhaps the most readily noticeable manifestation of NVC, their purpose is to consciously convey a (culturally) specific message, succinctly and unambiguously. Classroom study of gestures is often of great interest to language learners, perhaps because they lend themselves well to amusing, anecdotal accounts of intercultural misunderstandings. In the classroom, brainstorming, mime, and the use of quizzes may serve to elicit many examples. Mention should also be made of the (in)appropriateness of certain gestures, and of the unique ways in which cultures may differ greatly in performance of gestures with the same basic meaning (for example, beckoning, or waving goodbye). Differences also exist in consciously used facial 'gestures' to show frustration, anger, embarrassment or confusion.

(2) Head movements

As with so much NVC, interpretation will depend on one's own cultural norms; Japanese nodding in conversation is as likely to indicate comprehension and evidence of listening as it is to indicate agreement, which appears to be its primary (though not only) function in English (Tada, 1972). English also uses head-nodding as a turn-taking signal (Argyle, 1983). While some head movements may be common to both cultures, (to indicate assent, affirmation, gratitude or recognition) it is nonetheless worthy of attention. In the classroom, activities such as giving directions, explaining processes and procedures, will provide suitable opportunities.

(3) Facial Expression – As with gesture and many other elements of NVC, there is much evidence to suggest that many facial expressions are universal, (Argyle, 1988), however, research carried out by Shimoda, Argyle and Ricci-Bitti (1978, in Argyle, 1988) demonstrated the difficulties involved in cross-cultural reading of facial expressions. Japanese have, since the days of the Tokugawa era, developed a philosophy of restraint in expression of emotions (Kitao & Kitao, 1989), particularly with regard to display of negative emotions (Friesen, 1972), and a Japanese smile may mask anger, embarrassment, confusion, reserve, regret and apology.

One of the most expressive parts of the face in NVC is the eyebrows, a fact well known to cartoonists. Eyebrow movement has been linked to the performance of a number of speech acts, most notably in openings, closings and signaling in turn taking, but perhaps their primary function is in the expression of emotion. The following are some suggestions for use in the classroom.

Use emotional responses to complete adjacency pairs such as:

A: ". . . and then my dog died"

B: "Oh no! I'm sorry to hear that" (sadness and sympathy); or

A: "Hey, guess what . . . I'm getting married!"

B: "What?!" (surprise? shock? joy? anger?); or

A: "Where are the car keys?"

B: "Aren't they on the table? . . . . ah! here they are" (query, doubt, conjecture, relief).

- Practice adjectives by repeating them in the manner of the emotion, i.e. saying 'sad' in a sad way, or 'bashful' bashfully.
- Have students mimic one of a selection of faces (photo or drawing) while their partner tries to identify the emotion (vocabulary should accompany the faces if required)
- The teacher (speaker 'B') intones the words "yes", "no","really", and "OK" in a wide variety of styles (ironic, sarcastic, interested, reluctant, enthusiastic, disinterested, etc.), accompanied by appropriate facial expressions and body language. Students should speculate as to what expression preceded it, ("What did speaker 'A' say?").

Other, more involuntary facial expressions such as blushing or sweating, are largely beyond the control of the individual, though are also worthy of mention; not for nothing do Japanese say "*kao ni kaite aru*" ("it's written on your face").

(4) Eye Contact and Gaze

As with eyebrow movement, eye contact and gaze play an important role in enabling conversation management, providing vital feedback when engaged in face to face floor holding, turn taking and yielding, and in closing sequences. Parallel to this function is the importance of eye contact and gaze in affect displays, (jealousy, nervousness, fear); in establishing status (dominance or deference); intimacy and so on. These are all likely to vary considerably across cultures, and learning appropriateness of duration, timing and direction is no easy matter. It is also frequently an unconsciously used form of NVC and attempting to consciously practice it or even bringing it to learners' attention may initially cause discomfort and embarrassment, particularly among shy students.

Perhaps it is sufficient in the context of the Japanese classroom to make learners aware of some of the positive and negative impressions that may be caused by too much or too little eye contact. An aversion to eye contact may give the impression of being bored, disrespectful or unfriendly; too much may appear dominating, intimidating, contemptuous or rude, whereas a shifting gaze may create an impression of being nervous, furtive, insincere or untrustworthy. This area is particularly important for Japanese, for whom avoidance of eye contact to show deference may be wholly inappropriate in a less hierarchical social setting, (Hattori, 1987). Activities in the classroom might include:

- Asking students to remember past events or asking them to answer questions of varying degrees of difficulty. What do they notice about the direction of their gaze? Have them repeat the exercise as fieldwork outside the classroom and report their findings.
- Having students make excessive eye contact, or no eye contact at all in the course of a conversation. Have them report back on their feelings. Fieldwork might also include awareness of gaze and its role in turn taking.

(5) Kinesics, Body Language.

This area of NVC provides learners with excellent opportunities to perform their own fieldwork; whether watching the public at large (their own culture), or the nonnative teacher, (another culture), learners might ask themselves questions such as: "Is she using a book as a shield?" "Does he have an open, confident posture?" "Is he using the pen/board marker/chalk as a security blanket?" "Does he react differently to boys and girls?" "Does she tower over students or go down to their level?" "How would I feel if my desk (defensive barrier) were removed?"

Such questions are useful in sensitizing students to the language of our bodies, making them conscious that such signals, both transmitted and received, are not so covert as they may have imagined. Watching for such features as 'postural echo' (the tendency of speakers to unconsciously mimic their partner's posture and physical actions), postural adjustments in pre-closing conversational sequences, or watching for signs of recognition, status affirmation, deference or dominance (particularly among Japanese when bowing) may be of practical use to learners far beyond the realm of language learning.

(6) Proxemics

Closely allied to kinesics, particularly in terms of social and conversational interaction, is the field of proxemics, the study of interpersonal space, (the distance between us when we stand, walk or sit). Whereas postural echo may serve to diminish the emotional space between interactants, strategies may also be used to diminish, or increase the physical space between people (examples include the use of newspapers, books and personal stereos in crowded trains). One personal observation is that Japanese students always walk with me, but (respectfully?) one step behind. Would this be true of student and teacher from the same culture? How do students feel when their personal space is imposed upon or violated? Again, the opportunities for empirical fieldwork abound and may be particularly fruitful in mixed cultural settings in which nationalities with different senses of territory or personal space are brought together.

(7) Haptics, Uses of Touch

A logical progression from proxemics is the study of haptics, pertaining to the tactile aspects of NVC. While Japanese rarely engage in public hugging, kissing and only occasionally in handshaking, these represent only the more obvious forms of tactile NVC. Perhaps more subtle, and arguably more common, is the use of touch to reassure or empathize; to get, redirect or hold attention; to guide; to encourage; or to express intimacy. Although factors such as gender and personality will influence degree, Japanese, North American and British cultures are generally considered 'non-contact' cultures, in which interactants rarely touch (Argyle, 1988).

Contact between Japanese and members of a 'contact' culture (e.g. North Africa) may be particularly stressful and uncomfortable for the Japanese. Given the demographics of Japanese travel, this type of NVC is probably not a high priority for Japanese learners, but should nonetheless be covered, not least to alert future study abroad participants just where their hands and faces should go when engaged in a polite social kiss, and how to adapt to the cultural norms and implications of handshaking in an alien culture. Classroom activities might include:

- Roleplays based on 'introductions' in which participants would also be required to shake hands. Demonstration and discussion as to length, strength and frequency of handshaking, according to culture, gender and social class, (as well as advice about surreptitious drying of sweaty palms), may increase the chances of favourable first impressions being made.

(8) Backchannelling, Silence and Breathing

Although marginally the domain of paralinguistic communication, this area is also worthy of consideration as NVC. While not strictly verbal, vocalizations are invaluable to the communicative process; their inappropriate use (for example, L1 backchannelling behavior in L2) may be distracting and may lead to a negative impression.

Similarly the Japanese tolerance of and use of silence, or 'quiet time' as a form of NVC is a common source of misunderstanding. Quiet time may be defined as the silence occurring between speech or utterances, and how much quiet time is acceptable varies considerably across cultures. While some cultures value lively and open self-disclosure, with few if any prolonged silences, Japanese generally feel more comfortable with longer periods of silence, do not feel the need for volubility or immediate self-disclosure, and often consider talkativeness to be shallow, immature and possibly disrespectful.

Hall & Hall (1990) identified Japanese, Arabs and Mediterranean peoples as coming from 'high context' cultures, in which much background information is shared, reducing the need for explicit, detailed explanation in conversation. Examples of 'low context' cultures include North Americans, Germans and Scandinavians, for whom higher levels of background information are both needed and expected. Failure to be aware of these differences may easily lead to unsuccessful, asymmetrical communication in which neither party feels fulfilled or at ease.

Finally, breathing is itself a form of NVC, often underestimated and unnoticed, usually involuntary, but a sigh, a yawn or a gasp can undermine even the most elaborately and convincingly composed verbal message.

Some Final Pedagogic Considerations

The above list is not exhaustive, it could have included appearance and dress—a case may even be made for the role of pheromones, (chemical substances excreted to signal attraction to the opposite sex, warn of danger, etc.). It may seem strange at first glance that nationals of Japan, from a high context culture and with the highly valued sense of intuition, "*isshin denshin,*" should find nonverbal communication in cross-cultural situations so inherently difficult. Yet it is precisely because of this background, where the subtle nuances of NVC have been refined to such a high degree, that understated Japanese signals will be missed by those from low context cultures. It is important therefore, that Japanese language learners hoping to communicate in English should have a reasonable awareness of the implications of NVC in cross-cultural interactions. NVC helps to form the basis of a very important social skill, and successful interaction depends on this.

Teachers and the materials they use require sensitivity and discretion to provide a balanced, holistic view. It is facile to have learners repeat material like parrots, thinking that because 'stage directions' (such as 'smile', 'nod' or 'glance away'), are not stated, that they do not exist in natural, fluent conversation. Learners should be encouraged to exploit materials holistically; if a role play calls for 'delivery of bad news', how much more successful might it be if all three channels were considered:

Linguistic: (appropriate expressions such as "sorry to tell you this, but . . ." or "I'm afraid . . .")

Paralinguistic: (hesitation devices such as "uhm," use of commiseratory tone, falling intonation, etc.)

Nonverbal: (conciliatory body posture, sympathetic facial expression, a sigh or intake of breath prior to bad news).

The use of video materials has been widely acclaimed in this respect, but drama, mime (even humorously exaggerated mime) and learners' own fieldwork appear rarely to be exploited.

Language learners are not two-dimensional objects, nor should their communicative ability be nurtured as such.

Conclusion

It is difficult to know the exact role played by NVC, and even more puzzling to gauge its importance relative to other channels of communication. Lyons (1972, cited in Brown 1977 p. 113) suggests that "wherever there is a contradiction between the overt form of a verbal utterance and the associated prosodic and paralinguistic features it is the latter which determines the semiotic classification of the utterance." If paralinguistic features hold sway over linguistic content, which would be more influential when contradictions between paralinguistic features and nonverbal signs occur? Do actions really speak louder than words? This is a matter for conjecture and further research. What is clear is that in face to face interaction NVC plays an active and important role, one deserving of a more prominent treatment in materials designed for language teaching. Language learners are not two-dimensional objects, nor should their communicative ability be nurtured as such.

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An MA Graduate of Surrey University, **Simon Capper** has been teaching in Japan since 1988. He currently teaches at Suzugamine Women's College, Hiroshima, and is membership chair of Hiroshima JALT. His research interests include nonverbal communication and cross-cultural studies.

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Where Technology and Language Instruction Meet: A peek at language study in the new millennium?

Jim Goddard
Senshin High School

Can you imagine a time in the future when the language classroom is a thing of the past? Maybe your first reaction is to think that the face-to-face classroom will never be completely obsolete. If so, perhaps it would be easier for you to imagine a time when the physical classroom is no longer the preferred place of study. As convenience continues to increase its influence on the business of lesson delivery, it seems likely that students will naturally elect to study from their homes or places of business, quite likely by dialing into a virtual classroom.

Instead of passively watching a lesson on a video or TV, participants would be engaged in a fully responsive virtual lesson. The video images of the other lesson participants appear on their screen, and interaction with other students and the teacher occurs in real time through the use of a camera and headset. Lesson materials, in the form of videos, pictures and dialogs, can be viewed by all the students and sent from a remote teaching location.

Too far-fetched? Right now in the heart of Osaka, over one hundred language instructors are teaching every day in a program almost identical to the scenario described above. I was one of three original instructors when the project went commercial in 1996. As the project rapidly grew to offer 6 languages, I subsequently moved up to trainer, and then to an administrative position. My involvement with the project ended in 1997.

The following article is written based on my personal experience and observations on the project, supplemented by recent discussions with teachers about the current state of the system.

What's this virtual classroom like?

NOVA's virtual teaching program is referred to as *Ginganet* and mirrors the reality in most of *NOVA*'s face-to-face (FTF) schools: one teacher interacting with up to three students. On their television screen, each student in the class can see a video image of themselves, the teacher and the other student(s). The screen is split into a four-way grid, with each quadrant filled with pictures of the teacher and students in the class. Participants communicate by simply speaking and listening through their headset, while their video image is sent from the supplied video camera.

The system is totally interactive in real time, capable of both T-S and S-S exchange. The teacher instantaneously "sends" all lesson materials, in the form of images and sounds.

This article was collaboratively edited by the writer and TLT*'s Peer Support Group (PSG). Readers interested in participating in this exciting programme should contact the PSG Coordinator, Andy Barfield at tlt_psg@jalt.org.*

What equipment is needed?

On the student side, surprisingly little is needed; a camera, a headset and a small computer that looks like a "home game center." This unit connects to any ordinary TV to display video images.

In addition to what the student has, the teaching booth is equipped with a desktop computer, a video CD player, and a digital scanner (scans supplemental pictures or text, enabling students to view the image).

Both the teaching facility and the students' place of study must have an ISDN telephone line. To participate in a class, the teacher and student(s) dial into a designated "connection node." A computer at the node location organizes the calls and routes them to the appropriate "virtual class." Teachers at this time are based in Osaka, but could be based anywhere in Japan, or even anywhere in the world if a cost effective ISDN link could be established. Students currently dial in from anywhere in Japan.

How about the physical teaching conditions?

Record-keeping, lesson planning and schedule confirmation are all done in the teaching booth. At present, the entire teaching force of six languages is situated in one huge space, occupying booths separated by partitions that are about head-high when sitting. The wall behind the teacher is a little higher to offer a solid background for the video camera. These low walls were designed to create a degree of physical separation for noise containment, while avoiding feelings of complete isolation. A teacher's neighbors are a meter or two away on three or four sides. While the low-walled design of the booth does reduce the sensation of isolation, in most teacher's opinion this configuration is not a substitute for a proper "teacher's room atmosphere." Many teachers feel that the lack of between-lesson bonding in a common space is a downside that detracts from the feeling of group atmosphere.

Heat is another concern. Even with the low walls and air conditioning, the booths can sometimes get hot in the summer due to the preponderance of computers and other electronic equipment. To be fair, I have heard similar complaints about heat in small classrooms.

One unexpected and interesting issue that was raised by several left-handed teachers was the fact that the booths are all setup in a "right-handed" configuration. The computer mouse, the digital scanner and other equipment are all set up for "righty" ease of use. Left handers find it difficult to use the equipment smoothly due to lack of "lefty" access.

Where do the teachers come from and what attracts them?

Initially, teachers were selected from *NOVA*'s branch schools. Currently, teachers are recruited from overseas specifically to teach in the virtual lesson program. Many teachers have speculated that this change in recruitment may have been undertaken so that new teachers will not have the opportunity to compare the teaching conditions of "cyber teaching" with those of branch school teaching. Teaching face-to-face appears to be preferable to many teachers as one instructor stated, "I came to Japan to engage the Japanese culture through personal contact with the people, mainly students. I find the quality of contact in the virtual classroom to be less personal than a traditional, face-to-face context."

When asked about what drew them to this project as opposed to a face-to-face environment, "The novelty and possibilities of the medium fascinated me," said one teacher. "The ability to use pictures, video and sound in the electronic environment seemed really exciting. I think this is where the future lies."

What makes a good teacher on the system?

Initially, teachers who have an affinity for electronic gadgets seem to get off to a faster start in adapting to virtual instruction. Conversely, techno-phobic trainees can sometimes get overwhelmed, which slows their adaptation to the system. However, this short-term advantage in system competence enjoyed by the technical-minded trainees is generally short-lived. Within several weeks, truly skilled teachers, even those with little computer experience, catch on and become strong performers in the long run.

When I asked teachers what they thought characterized a successful teacher in this environment, the following attributes were echoed by many, "Successful teachers on this system are patient, have the ability to adapt, and are able to take technical adversity in their stride." This sounds to me like a description of a good teacher in any situation, though the addition of a preponderance of technical variables adds to the list of potential "adversities" to be dealt with.

Incidentally, teachers universally thought that a "skilled" teacher in the FTF environment generally translates into a skilled teacher in the virtual environment. Furthermore, teachers who were viewed as "good teachers" by other instructors generally seemed to like the system. Conversely, teachers who were deemed poor by peers in the traditional environment were, not surprisingly, viewed as poor performers in the virtual environment as well. Interestingly, these same instructors generally expressed dissatisfaction with the lesson delivery system. Some teachers compared this condition to, "a poor craftsmen who blames his tools." It seems reasonable to assume that some teachers who doubt their ability, or suffer from low job satisfaction may unduly blame the system for their lack of performance or satisfaction.

What do teachers have to say about classroom dynamics?

It wasn't surprising to find that most surveyed teachers felt that the role of the teacher is different in a virtual class. In the FTF classroom, the teacher is a life-sized person sitting at the same table. In a virtual lesson, the teacher is an eight to ten inch, picture on the student's screen. Both physically, and psychologically, virtual teachers felt that the instructor in this situation seems to take up less space in the classroom. In response to this diminished presence in the classroom, successful teachers generally accept a less controlling role in the lesson, which is, of course, quite in line with recent trends in EFL.

On the student side, one teacher observed that "successful students seem to definitely be more proactive, and have the ability to initiate speech in the absence of the normal turn-taking cues found in a face-to-face lesson (nods, gestures or glances)." And most teachers with face-to-face experience agreed that, "Passive students tend to wither more readily in the virtual classroom, since the teacher is less able to give instantaneous verbal and non-verbal support, encouragement and cues."

New instructors universally complained that, "Setting up tasks is so difficult without the aid of gestures and other non-verbal cues. It takes longer to set up, it seems that more can go wrong, and it's harder to come to the aid of a wobbly task without totally disrupting the whole activity."

Turn taking is a little problematic since, without nonverbal cues, the teacher and students can sometimes "step on" each other's speech. One teacher summed it up nicely, "As a result, participants (including the teacher) tend to direct speech using names more than would otherwise be natural, so the students know who is being spoken to."

When asked to express positive facets about the virtual teaching environment, teachers overwhelmingly cited one point. "When I send an image of any kind to the students, my picture is replaced on the students' screens by that image. For the duration of this time, the students cannot see me, and I'm very free to relax while I monitor the student activity."

"Effectiveness" of lessons

No publicly available, formal studies have been done to compare the effectiveness of traditional and virtual lessons at *NOVA*. Interviews with students were not possible, and detailed studies on student progress have not been made public at this time. In addition, the teaching materials and level system that are used in the virtual program are slightly different from those used in the FTF schools, thus making any direct comparisons of student improvement difficult. Therefore, any opinions about the effectiveness of the virtual lessons were limited to the personal feeling of the instructor. One teacher with experience in the traditional and virtual classroom claimed, "For teachers and students that are comfortable in the virtual lesson environment, I think that a virtual lesson itself is about as effective as a face-to-face lesson (in terms of students retention of TL and improvement). However, since it does take more time to set up activities and work around turn taking, I think that not as much time is spent 'on task' for a given lesson period compared to a FTF lesson."

Summary

From my personal experience and observations of the system, combined with input about how the program operates now, I would say that the current system represents a good study option for students that have a learning style that could be deemed "a notch or two above passive." The more assertive the learning behavior, the better, but I think this could be said about virtually any educational setting. It seems clear to me that the system's turn-taking limits, and the lack of non-verbal communication favors students that initiate language freely. It is more challenging to teachers to assist passive students.

In terms of student convenience, the virtual classroom is difficult to beat. In addition to being accessible at home or work, there are broader lesson hours compared to most FTF schools (8 am to 11pm). One instructor said, "I have students that take two or even three lessons a day, seven days a week. Another student takes lessons in all six available languages. Things like that just wouldn't be possible in the current *NOVA* branch schools." Another teacher said, "It's a good system, you can learn on it. I'd take lessons on it myself if I had the opportunity."

For teachers on the system, the picture doesn't look quite as bright to me. Less than ideal physical working conditions, combined with the rigors of new technology create what appears to be a stimulating, yet stressful environment. As one teacher points out, "Stuff goes wrong sometimes. Computers can shut down during lessons, or you could lose the sound, or picture." These are the kinds of things that add to a teacher's stress that wouldn't exist in a FTF classroom. Additionally, some teachers claimed that, "There is administrative pressure to continue a lesson even if a technical difficulty is experienced, so that the company can collect a fee for that session. We are constantly asked to push the envelope of what is a technically acceptable lesson, kinda like: *The Show Must Go On.*" This is an additional expectation that many instructors found stressful. Despite the presence of a technical support staff, another instructor felt that, "There is a lot of expectation on the teacher to deal with stuff that goes wrong. If you have a technical problem, or you dial a wrong number, the onus is initially on you to take responsibility for the situation. There are more ways to screw up here."

On the brighter side, the same technically challenging environment that can cause stress can have its stimulating side as well. As one teacher said, "We're involved in a really exciting project. Every day is a little different, and the technology is changing all the time. Stuff gets better." Another felt, "This multimedia experience will look great on my resume. I've even had the chance to work in materials development, which is also a plus."

As remote videoconferencing technology evolves, systems will undoubtedly become more reliable, thus reducing the stress that teachers currently experience. I would guess that in the near future, teacher "comfort" will evolve to a level that approaches or even surpasses face-to-face teaching, making the virtual classroom a strong option for instructors as well as students. If teachers are eventually offered the option of teaching from their own home, that could be an additional bonus. The possibilities of a well-functioning virtual educational environment might be attractive to students and teachers alike. How about you? Could you see yourself teaching in a virtual classroom like this one?

Author's note: *The information used in this article was taken from my personal experience, and interviews with instructors who had recently left the virtual teaching program, and are no longer employed by NOVA.*

Jim Goddard, who has been in Japan since November 1995, was initially employed at NOVA and worked there for about three years, as a teacher, then a trainer, then at the Ginganet program. He has been teaching at Senshin High School since 1998. Having received an MBA in 1999, he now is working toward an MA TESOL at Temple University.

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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

In this issue, the editors are spotlighting four Japanese members of JALT. Similarly, we invite other names of worthy members from your chapter/SIG.

JALTに参加して思うこと

JALTの大会に初めて参加したのが８年前、授業を面白くするアイディアはないかと模索していたころだった。その規模の大きさに圧倒されながら、そこで受けた様々な刺激に触発され、以後支部会や大会にちょこちょこ顔を出させてもらっている。４・５年前から大会・支部会で自分も発表するようになり、少しずつだが私のＪＡＬＴへのかかわりも深くなっていった。そして一昨年、N-SIGの翻訳コーディネーターを引き受ける事になったのをきっかけに、98・99年の大会運営を微力ながらお手伝いさせて頂いた。あまりに容易にこれらの仕事を引き受け、かえって周りの方々に迷惑をかけてしまった面も多々あったが、私にとって価値のある経験となった。こうした流れのなかで、ＪＡＬＴは、私により多くの知識、多角的なものの見方、そして人との出会いやつながりを提供してきてくれた。

私がJALTで特に好きなのは、メンバー間にある平等な雰囲気である。今後もＪＡＬＴが魅力的であり続けるよう、この長所を伸ばしていってもらいたい。その具体策として、例えば、一般会員も何らかの形で学会の意志決定のプロセスに参加できるようにしてはどうだろう。全国レベルでは難しいだろうが、N-SIGや支部では可能ではないだろうか。実際、名古屋支部では９９年のFour Corners TourでMario Rinvolucriが行うワークショップの内容を、前もって会員の投票で決めるという試みが行われた。一般会員の私にもこんな風に積極的な参加ができるんだ、と嬉しく思った。ちなみに投票は、電子メールで行われ、インターネットにアクセスできる会員のみが対象だったが、今後はコンピューターの普及でより多くの人達が容易にこうした決定プロセスに参加できるようになるだろう。

後藤美納江

More than Language Learning

About 15 years ago, when Ibaraki Chapter was founded, I joined JALT, seeking an opportunity for real communication in English. Over time, I became involved in the executive committee and have held various positions: secretary, publicity chair, newsletter liaison, etc.

However, I have received far more than just language practice in JALT. It has broadened my views on language teaching, given me the courage to try out new methods, taught me countless classroom tips, and best of all, I have had the immeasurable joy of befriending so many wonderful people. Never had I imagined that people from such different backgrounds could work so harmoniously together. This is where I have learned what global education is, through the warm hearts of my chapter's truly global citizens.

JALT has also led me to other inspiring encounters. Encouraged by chapter members, I won an essay contest sponsored by the British Council and studied for three weeks under Penny Ur, with whom I had a moving re-encounter two years ago during the JALT97 Four Corners Tour. I have been motivated to speak more English in class. Ideas from chapter meetings now make up the core of my teaching. I am here because JALT is here.

Komatsuzaki Michiko

Ask, and it shall be given you: Bonds of international friendship in JALT Ibaraki Chapter

I first joined Ibaraki Chapter in 1990 after a stimulating discussion on the latest TESL methodology but felt somewhat isolated and anxious, maintaining only superficial relations with other participants for quite some time. Cultural and language barriers may have hindered me initially from going to meetings more regularly. At JALT93, I presented a paper on an intercultural syllabus but it was only after a chapter presentation in 1997 was warmly received that I felt encouraged to become more involved in chapter events and projects and was elected to officer positions (JHS Liaison and Programme Co-Chair) and to the JALT98 conference handbook and proceedings team.

Gradually, as I took advantage of my ever-increasing involvement, I became more aware and appreciative of the hospitality offered to me through international friendships in JALT Ibaraki. JALT Ibaraki Chapter is not only a professional language teachers' association offering exposure to various fields of research, it also provides a wonderful chance for cordial international friendships. It is now a part of my life. Ask, and it shall be given you? JALT Ibaraki is a family to me.

Kobayashi Kunihiko

JALT, My Vehicle

Have you ever felt a strong desire to become more than you are? Well, I have. I teach at Matsuyama School of Business in Ehime and am Publicity Chair for Matsuyama Chapter. When I became actively involved with JALT in 1996, I was at a local English school and eager to expand my teaching skills and meet new people. I joined Matsuyama Chapter after a meeting on using the Internet in English lessons. Since then, I have discovered so many ways to teach and learn English and have met numerous professionals who have guided me through my English studies.

In 1998, one of my students and I entered an International Schools CyberFair competition. Our website introduced our local culture and specialities and believe it or not, we won second place. This year again, we came in third. Through making these websites, I have talked with many JALT members and received tremendous help from them. I now maintain the Matsuyama Chapter website and update members' information. JALT is my vehicle to develop my teaching as well as learn language beyond the year 2000.

CyberFair Website: www.gsn.org/cf

Our CyberFair Projects: www.dokidoki.ne.jp/home1/cyberfair

Kumanodai Class Website: www.dokidoki.ne.jp/home2/masaki

Seike Masaki

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ETS™ **News**

Computer-Based TOEFL Testing Coming to Japan

Educational Testing Service (ETS) announced it will introduce its computer-based TOEFL (CBT) test in Japan in October 2000. However, the paper-based test will continue in selected remote areas of Japan in order to provide additional access to the TOEFL test.

- TOEFL-CBT was introduced in many other areas of the world in July 1998, and was taken by more than 300,000 examinees in the first year of testing.
- TOEFL-CBT includes more performance-based tasks, such as a Writing section, in order to provide more information about examinees' abilities to use English.
- The test will be administered for ETS at special computer test centers set up throughout Japan by Sylvan Prometric, Inc. Testing will be available continually. Candidates can choose the most convenient dates. The locations of the test centers will be announced in the spring.
- Each test taker will be assigned to a workstation with a computer and headphones.
- Several tutorials precede the test and provide instructions about the basic computer skills needed to take the test. The tutorials contain graphics and animation and are very easy to use.
- There are four sections: Listening, Structure, Reading and Writing. The Listening and Structure sections are computer-adaptive, which means they are tailored to each test-taker's ability level. Examinees are given the option of typing or handwriting the essay in the Writing section.
- Because the test has changed, the score scales have changed; the section scores are from 0 to 30 and the total score is from 0 to 300.
- At the end of the exam, examinees can view their score results for everything except Writing.
- Score reports are mailed approximately two weeks after the test if the examinees type their essay, and five weeks after the test if they handwrite it.
- ETS has conducted a computer familiarity study and found that after administering the special tutorial and adjusting for language ability, there were no adverse effects on performance due to lack of computer experience.
- More than 20,000 Japanese examinees have taken the test outside of Japan since it was introduced in 1998, and it does not appear that their performance was adversely affected due to the mode of testing.
- Supplemental paper-based administrations will take place several times during the 2000-01 testing year, and the Test of Written English will be offered at each administration. Full details will be announced in the spring.
- Starting in spring 2000, examinees can obtain TOEFL *Information Bulletins* in the following ways: by downloading free-of-charge from the TOEFL Web site at www.toefl.org or by sending a self-addressed, stamped envelope to the ETS representative in Japan: the Council on International Educational Exchange (CIEE), Cosmos Aoyama Gallery Floor, 5-53-67 Jingumae, Shibuya-ku, Tokyo 150-8355 JAPAN.
- The *TOEFL Sampler*, an instructional CD-ROM containing the computer-tutorials and sample questions, is available for free from CIEE. Those planning to take the computer-based test can obtain a free *Sampler* for an introductory period by writing to CIEE at the address above. There is only one free copy per person. Alternatively, portions of the *Sampler* can be viewed on the TOEFL Web site (www.toefl.org) for free or downloaded for US$8.

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EDUCATIONAL TESTING SERVICE
Princeton, New Jersey 08541-0001

Informational Seminars for Teachers on Language Testing by ETS and JLTA

Educational Testing Service (ETS), in cooperation with the Japan Language Testing Association (JLTA), is holding informational seminars for teachers at several locations about language testing concepts for English language teachers as well as the introduction of the computer-based TOEFL test in Japan in October 2000. These events are also endorsed by the Japanese Association for Language Teaching (JALT) and the Japan–United States Educational Commission (JUSEC). Each seminar will consist of two sessions. From 2 – 4 PM, JLTA will present about general language testing concepts. From 4:30 – 7 PM, staff from ETS will explain the new portions of the test and explain what skills are being assessed on the computer-based TOEFL test. There will also be time for the audience to discuss what kinds of activities they might want to incorporate in their classrooms to develop these skills. The JLTA portion of the seminar will be in Japanese, while the ETS portion will be in English. Interpreters will be available throughout the seminar. Refreshments will be served between the two sessions.

Seminars will be held at these locations.

Choose the one that is most convenient for you.

May 20	**Tokyo**	Temple University Azabu Building 2-8-12 Minamiazabu, Minato-ku, Tokyo
May 20	**Fukuoka**	Kyushu Building Hall Kyushu Building 1-8-31, Hakataeki Minami, Hakata-ku, Fukuoka-shi, Fukuoka
May 27	**Hiroshima**	Hiroshima Shudo University 1.1.1 Ozukahigashi, Asaminami-ku, Hiroshima-shi, Hiroshima
May 27	**Sendai**	Tohoku University, Aoba Memorial Hall Aza Aoba, Aramaki, Aoba-ku, Sendai-shi, Miyagi
June 3	**Osaka**	Kansai University of Foreign Studies 16-1 Kitakatahokomachi, Hirakata-shi, Osaka
June 3	**Sapporo**	Hokkai Gakuen University 4-1-40 Asahi-machi, Toyohira-ku, Sapporo-shi, Hokkaido
June 10	**Kanagawa**	Keio University, Shonan Fujisawa Campus 5322 Endo, Fujisawa-shi, Kanagawa
June 10	**Nagoya**	Chukyo University 101-2 Yagotohonmachi, Showa-ku, Nagoya-shi, Aichi

If you are interested in attending, please register by contacting the Council on International Educational Exchange (CIEE) by phoning (03-5467-5477) or faxing (03-5467-2185). Registration is encouraged but not required. When contacting CIEE, please include your name, e-mail, telephone number, and indicate the date and location of the seminar you would like to attend. CIEE will provide the exact location on the seminar when you call, or you may visit the CIEE Web site at www.cieej.or.jp.

Teachers and anyone who is interested in learning more about general testing concepts or the computer-based TOEFL are encouraged to attend one of these sessions. Additional information about the TOEFL test is available on the TOEFL Web site: www.toefl.org.

My Share

edited by scott gardner

Note from the My Share editor: I am excited about this new responsibility, and I hope to keep the My Share column interesting and useful. I will need your help to do so, however. Think about all the little lessons you've put together over the last year or two—or ten—and share them! You'd be surprised how valuable your ideas can be to others, even those in situations far different from your own. I also encourage more contributions from Japanese teachers. Teachers need ideas and support from each other, no matter what language they teach. Thank you.

Email Me and We'll Talk: Email in the Classroom

Alexandra Smith, Tokyo Jogakkan Jr. College

Using email in the classroom is a fun and interesting way to introduce students to the computer lab and can be used to supplement lessons. I recycle classroom material from the thematic units in my four-skills class to be the subjects for email. The cycle that will be explored in this article begins in the classroom with conversation about thematic material, moves into the computer lab, and reemerges back in the classroom.

A thematic unit is introduced, new vocabulary is generated, and several practice activities are given to support the theme. Once the students have structured practice, they move into the computer lab. They are divided into support groups and the group members serve as email partners. In the lab, students read an email from me which tells them the topic for their email discussion. In class, students write and ask their support group members several "wh" questions relating to the theme. Their homework is to finish their email (if they haven't done so) and then to respond to email from support group members with more follow-up questions. (A variation: they can write the email before class and in class they respond.) Students cc a copy to me.

The emails serve as a dialog between classmates, who write two or three emails per theme. I do not read them completely nor do I correct their errors because time is set aside for students to peer edit their support group members' email. They are asked to check the spelling (computer spell checking hasn't been introduced), word order, and grammar. I have them send back the corrections. Peer editing applies what the students are learning in class but in a different context. Identifying the errors increases their confidence about learning the language.

The email topics can be ongoing, in that they form a dialog between email partners. Students write about the topic, ask follow-up questions, and then respond to the follow-up questions. Here are some ideas you can use:

1. self and interests
2. family and personality
3. routines and plans
4. jobs
5. food
6. home and neighborhood
7. shopping
8. sports
9. current events
10. favorite anything
11. homework questions

Here are some of my students' examples from the beginning of the semester:

From: asami
Subject: Personal Questions
To: akiko, eri, yuko
CC: alexandra
Good morning, everyone!!
I ask three personal questions to you.
1. When is your birthday?
2. How many brothers or sisters do you have?
3. Who are your favorite famous people?
4. What do you do in the yesterday evening?
5. If you have brothers or sisters, how old are they?

From: akiko
Subject: answer the questions
To: asami
CC: alexandra
Hello. How's it going?
Thank you for your e-mail.
My birthday is May 31. I have 2 sisters. I don't have my favorite famous people. I met my friend and studied homeworks yesterday evening. my sisters are 19 and 17 years old. what do you do this after the school?
Have a good time?
See you tomorrow.
From Akiko.

Here is an example of an email I sent to my students about peer editing:

Dear class,
Today you are going to peer edit one of your support group's homework. Edit means to correct, make it better, correct their mistakes.
Here is a list of who you should edit.
Some of the things you will check for:
1. Spelling of words. You can use your dictionary.
2. Sentence order (for example: My bother 20 is years old. To correct, it should be: My brother is 20 years old.
3. Correct grammar.
Please use help language and ask questions.
Have fun!
Andy

Finally, material reemerges back in the classroom through student feedback journals and in free conversation. I have students write their reflections about what they are learning and how email is helping them learn more. Here are some quotes from their journals:

"Today we use imac. We studied at computer lab. Chika teach me about what should we do. I introduce me and my family. For example: age, job, personality, hair, etc."

"We used imac. I like computer class, but today's lesson was difficult for me. But my partner Asami helped me when I can't understand how to use the computer."

"I like computer class very much. I had fun. Computers teach me how to write English. Computers teach me how to read English too."

"Today in class, we studied new thing. We corrected another student's email. I looked for spelling and word order. Difficult point—I don't know how I should progress. So I was saved by Eri. "Please tell me", I said. Eri taught me how to use the computer. Next computer class-I should listen more."

"Today in class we played Imac. We checked email by each partner. I changed color of character. After that, I put in order of sentences. Finally, I write questions about her, her family, and so on."

In class, students feel comfortable in chatting about the thematic unit and are feeling prepared for their final assessment which is given in the form of a video. Students work in pairs, talk about each topic, and ask each other questions, similar to their emails.

The cycle I have created integrates the four skills in a communicative approach using material that comes from the students. The material is a combination of what has come up in class and the students' own views and feelings regarding it. This student-invested material is more motivating to work with and to respond to than standard worksheets or other generic materials. In addition, processing thematic material using each of the four skills in a cyclical manner such as this helps students retain new material and practice grammar in context.

Quick Guide
Key Words: Computer, Email
Learner English Level: All
Learner Maturity Level: Junior high school to adult
Preparation Time: Varies—time needed to select topics
Activity Time: Cycle, 1 week; Class computer time, 45 minutes

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Using Japanese Manga *in the English Classroom*

Bern Mulvey, Fukui University

A number of researchers (e.g., Kitao & Kitao, 1995; Okada, 1995) have commented on the low ability levels and lack of preparation to be found in many Japanese university students. When coupled with large (50+) class sizes and the questionable motivation levels of some of these students, you have what can be a difficult teaching situation, one not alleviated by the often dry basic English texts that class sizes and low student proficiency levels often demand. Given the above constraints, what can university-level English language teachers do to maintain student interest while at the same time helping to improve student abilities?

While each teacher must ultimately find his or her solution to these challenges, I have found that by incorporating elements of current Japanese pop culture into my lesson plans, I am often able to stimulate student interest while at the same time achieve important teaching goals. Below, I discuss one such activity related to the use of Japanese *manga* in the classroom.

Preparation

In most basic English language textbooks, chapters are organized around a particular language situation ("shopping," "introductions," "at the airport," etc.) and typically contain lists of expressions useful to this situation. Hence, ideally you need to find a *manga* which contains excerpts both appropriate to the particular chapter (i.e., language situation) you are teaching and "interesting." This latter point is especially critical: if the *manga* you choose fails to catch your students' interest, you will have a difficult time getting them to do this exercise.

While it helps to be able to read Japanese, such ability is not essential: there are a number of publications which provide *manga* complete with English translations, the best being the old *Mangajin* series (back issues of which can be ordered at the following website: http://www.mangajin.com/index2.htm). My personal favorites, however, are Yamashina Keisuke's *C-kyuu Sarariman Kouza* series (especially good for classes with business-related majors) or any of the four *manga* books written by Kera Eiko. Besides being very funny, the fact that these authors organize their books in short, theme-driven chapters—"the wedding reception," "introductions," "family life," etc.—enables teachers to evaluate more easily the appropriateness of the material to a particular lesson plan.

After you find a suitable *manga*, choose a short excerpt (3-4 pages) from it and carefully white out all the dialogue in the bubbles in the middle sections. However, do not erase the dialogue from the bubbles at the very beginning and end of the excerpt; leaving

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this information intact will help ensure that students understand the scene and context of the dialogue. Finally, make copies for approximately half the class (this exercise works best if done in small groups).

Procedure

Generally, I "warm up" the class for the *manga* assignment by having students do the related exercises in the textbook. For example, in *Speaking Naturally* (a good, if somewhat dry, textbook), there is a chapter entitled "Expressing Anger and Resolving Conflict." Typically, I have students listen to the model dialogues, read the "useful expressions" list that comes after, and then do the "small group practice" work that comes near the end of each chapter. Especially with this textbook, the model dialogues and attached word lists contain a large number of very useful expressions, each with a short but helpful discussion as to the level of formality and possible connotations of each term.

After students have finished with these exercises, I divide them up into groups of two (or three if a class is really large) and then give each group a copy of the *manga* excerpt. For example, with regards to the chapter mentioned above, I often use excerpts from a chapter in *Shichinenme no Sekirara Kekkon Seikatsu* (Kera, 1999) entitled "Naretekita." This chapter (especially the latter half) focuses on the couple's (the author bases most of her story threads on actual issues from her own marriage) attempts to negotiate over what to do with meal leftovers. The wife, mistakenly equating her husband's initial willingness to help her "clean her plate" as a sign of his love for her (the fact is, he just likes shrimp), proceeds to test that love by offering him progressively larger—and more disgusting—leftovers, until he finally explodes with anger.

Typically, the first reaction of the class is to giggle at the pictures. Then, they notice that most of the dialogue has been erased. As they look up in surprise, I tell them that their job for the next 40 or so minutes is to write the dialogue for these pictures. I emphasize to them that any dialogue they write—as long as it has its own internal consistency—is fine by me. However, I challenge them to be "interesting." "Strange is good," I tell them. "Be creative. Weird is fine. Crazy is fine. Anybody who makes me either laugh or cry gets a guaranteed 'A'."

"In English?!" I am invariably asked. "Yes, in English," I reply. "Eeeehhhhh...," is the usual response.

After they settle down and begin to work, I circulate among the different groups to assist and to encourage. I bring to their attention how the expression lists in the textbook contain words and phrases which might be useful to them (while most will then try to use at least one of the sample expressions, I do not force them to do so). Students typically run their ideas by me: I help them put those ideas into English. When confronted with a pattern of error (e.g., a student consistently confusing singular with plural usage), I explain the rules to that student's group; otherwise, I try not to focus too much on sentence-level grammar concerns. Instead, I challenge each group to be creative and to use new vocabulary, suggesting expressions which appear particularly suitable to their ideas, and asking questions when their phrasing is obscure. Especially creative and/or amusing takes on the assignment I share with the class, reading excerpts aloud—often prefaced by a surprised laugh (it always amazes me how creative students can be).

I cannot emphasize enough how important a personal touch can be, especially if done in an enthusiastic and encouraging manner. For many students, this will be their first time to write a dialogue in a foreign language. They will be (particularly at the beginning) a little shy, at least partly in recognition of their own limitations in the English language, and partly for cultural reasons as well. However, if through encouragement you can get them to focus on communication (i.e., on conveying what they really want to say in writing, however imperfect the phrasing) as opposed to sentence-level grammar concerns (i.e., "Is this sentence perfect?"), you will be surprised at both the quality and the quantity of the output your students will produce.

Conclusion

All of us would ideally like to teach in programs where high student motivation levels and low teacher-student ratios are the norm; however, this is not often possible in Japan. Prevailing classroom conditions here often prevent teachers from doing many traditional "fun" activities, the kind that enliven classes while at the same time force students to learn to use new expressions for themselves. Using a *manga* activity like the one described above can be a helpful way around this problem.

Quick Guide
Key Words: Vocabulary, Japanese culture, Group work, Games
Learner English Level: All
Learner Maturity Level: College and above
Preparation Time: Depending on knowledge of *manga*: after the first time, almost none
Activity Time: 60 minutes

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Departments

Book Reviews

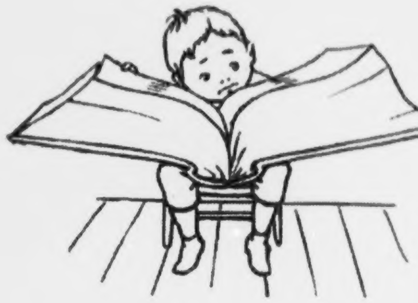
edited by katherine isbell

Cambridge International Dictionary of Phrasal Verbs. Cambridge: Cambridge University Press, 1997. pp. xiii + 381. ¥3280. ISBN: 0521-56558-8.

Phrasal verbs are one of those tricky little aspects of English that often leave learners scratching their heads. Some are separable; some are inseparable. Some are figurative; some are literal. Couple this with the fact that many phrasal verbs have several different meanings and that different varieties of English employ different phrasal verbs, and the difficulties learners face in mastering them become clear.

Many learners with questions about phrasal verbs will turn to their dictionary. Unfortunately, most standard bilingual or monolingual dictionaries are inadequate for dealing with the above-mentioned complexities of phrasal verbs. Enter the *Cambridge International Dictionary of Phrasal Verbs*. This dictionary serves as an excellent reference work for both students and teachers that fills in the gaps left by most other dictionaries.

Despite its compact size, the dictionary is quite comprehensive. It includes over 4500 phrasal verbs from British, American, and Australian English. Each entry has a definition written in clear, succinct language with a controlled vocabulary of under 2000 words. In addition to the definition, the entries also have example sentences, which illustrate the use and not just the usage, of the item. This is an extremely important point. Instead of example sentences, which simply represent correct grammatical usage of the item, the sentences provided in *The Cambridge International Dictionary of Phrasal Verbs* have been modeled on sentences from the Cambridge International Corpus. Accordingly, learners can rest assured that the examples represent real language use, and that by using these examples in their own production they will not "sound like a dictionary."



In order to show how the dictionary handles the issue of whether a certain phrasal verb is separable or not, an example entry may be useful. Below is an example of the first part of the entry (minus the definition and example sentences) for the phrasal verb *brush aside* (p. 27).

brush aside brushes, brushing, brushed
brush aside sb/sth or brush sb/sth aside

As you can see, the entry clearly indicates that the verb is separable, and also points out that both animate and non-animate objects can be used. The fact that all forms of the verb are noted is also quite useful. Notations included in other entries include what variety of English the verb is found in, as well as register labels such as formal, informal, slang, taboo, and humorous.

Perhaps the only thing wrong with the *Cambridge International Dictionary of Phrasal Verbs* is the exercises at the back. Although the exercises provide an opportunity to test one's knowledge of phrasal verbs, they are a bit unimaginative if not somewhat boring. Nevertheless, this does not detract from the overall value of the dictionary as a whole. It is an excellent reference work that both students and teachers should have on their shelves.

Reviewed by Michael Crawford,
Hokkaido University of Education, Hakodate

New Headway English Course Upper-Intermediate. Liz Soars and John Soars. Oxford: Oxford Press University, 1998. pp. 159. ¥2800. ISBN: 0-19-435-800-3.

New Headway English Course Upper-Intermediate (NH/UI) is a welcome addition to the Headway line up. Headway is a four-skills series of primarily British English texts for adult and college students. It is always difficult to find appropriate material for upper level students, but by and large, NH/UI succeeds.

The best feature of this text is its flexibility. There are many separate activities in each chapter, making it possible to adjust a lesson to class time constraints. Each chapter includes: an introductory grammar test activity, a grammar section with several activities and language review, a reading section with follow-up questions, a vocabulary section highlighting verbs often used in idioms such as *be* and *take*, a listening activity, a writing section, and a communication activity.

NH/UI also presents in the vocabulary and "hot verb" section some of the most common and useful idioms with exercises for reinforcement. These idioms include very common and useful expressions such as *wait and see* and *can't make ends meet*.

The listening sections are well thought out with activities that guide the students through the passages. They are also of a manageable length. The selections are interesting, up to date, and challenging without being unnecessarily difficult. The reading sections also appeared to be well thought out, but to be honest I rarely used them as they were usually too long to be read in class, and students often wouldn't read them for homework.

Where I teach, we split the text over three semesters in the upper intermediate- to advanced-level classes. In a 100-minute class, I would use the text and workbook for about 40 to 50 minutes of the class time by choosing the more interesting parts of each chapter for each lesson.

There is, however, one main problem with the text. Often the grammar presentations get into tediously difficult discussions about items that even native speakers cannot distinguish. I sometimes found myself telling the students that native speakers are not quite so neat in their use of grammatical forms. Also the teacher needs to do quite a bit of preparation for the many grammar exercises that are in the text and in the accompanying workbook. Although a thorough reading of the grammar reference section in each chapter of the student's book prepares the teacher, it would be more convenient if the teacher's book gave simple explanations as to why one answer is better than another, especially on more difficult grammar items.

For these reasons I would hesitate to recommend this text to nonnative English teachers. Also, Americans may at times run into problems with the British English used in the text. Luckily, I had a British colleague who helped me out a few times. I had never heard the idiom "lost a quid and found a fiver" (p. 102). My British friend said it was hardly ever used.

My students, mostly young adults and college students, seemed to find the book interesting in terms of topics chosen and in the grammar and vocabulary activities, but confusing in the detailed grammar explanations.

Reviewed by Chuck Anderson, Athenee Francais

Queer Japan: Personal Stories of Japanese Lesbians, Gays, Bisexuals and Transsexuals. Barbara Summerhawk, Cheiron McMahill, and Darren McDonald, Eds. Norwich, VT: New Victoria Publishers, 1998. pp. 216. $16.95. ISBN: 0-934678-97-9 or 1-892281-00-7.

Although several books have appeared in English dealing with Japan's queer past, the present has been less well served. For gay men's literature, there is the anthology *Partings At Dawn*, although readers of Japanese have had a wider choice. For example, the Yajima Seminar at Chuo University published a pair of collections, one for men and one for women, very similar to *Queer Japan* in 1996.

However, for those who cannot read Japanese, *Queer Japan* is an important addition to a short bookshelf. The eighteen interviews, arranged so as to counterpoint and comment on each other, allow us to hear the voices of contemporary queer Japanese as directly as translation allows. These voices belong to an impressive range of young and older Japanese: seven are men, two are married, three are mothers, one is transsexual, one describes herself as bisexual, and two have disabilities. Some of the stories are hopeful; some are not. Most, like anybody's life, are mixed.

Two appendices add to the importance of the book. One is a translation from Japanese of a groundbreaking survey of lesbian attitudes. The other is a summary account of an important court case in which members of the group OCCUR (Lesbians and Gay Men in Action) successfully sued the Tokyo metropolitan government after being told to leave a public youth facility in Fuchu where they were holding an overnight retreat.

All my English teachers warned me to read the book first and the introduction afterward. Their advice is especially pertinent to this book. The editors (two from the United States, one from Australia) spend the introduction constructing a procrustean bed. They seem to want to force the material into concepts of how to be lesbian or gay which they have brought with them from their own societies, rather than approach the Japanese experience as if it might have something new to teach us. When the editors are faced with the fact that some of the informants have tried different ways of accommodating their lives to their society than are common "back home," they seem to interpret this as meaning that Japanese gay consciousness has not yet developed, or as proof that the lives of Japanese queers are somehow more tragic than Australians' or North Americans'.

The introduction also contains some errors of fact. The most serious is the editors' description of the origins and history of the Japanese word for homosexuality, *doseiai*, which was popularized in the 1910s as a gender-inclusive term precisely because traditional words referred only to male-male relations. Furukawa Makoto's (1994) brief social history gives a good account of this.

Quibbles with editorial choices aside, however, attentive and independent-minded readers will be able to create for themselves a dialogue with the many points of view—from the fearful and pessimistic, through the hopeful and serene, to the proud and even defiant. It is good to hear these voices at last.

Finally, while not designed as a textbook, the translations are in straightforward, plain English and the subject matter is unusual and topical enough to spark discussion in many classes.

Reviewed by Richard Cleaver
M.A. in Advanced Japanese Studies, Sheffield University

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Yajima, M. (Ed.). (1996). *Dansei doseiaisha no raifu hisutorii* [Life histories of male homosexuals]. Tokyo: Gakubunsha.

Yajima, M. (Ed.). (1999). *Josei doseiaisha no raifu hisutorii* [Life histories of female homosexuals]. Tokyo: Gakubunsha.

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of May. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Supplementary Materials

*__Grammar Contexts: A Resource Guide for Interactive Practice__. Ziemer, M. Ann Arbor: University of Michigan Press, 1999.

*__Learner Independence Worksheets 2__. Dexter, P., & Sheerin, S. (Eds.). Kent: IATEFL, 1999.

*__Using Functional Grammar: An Explorer's Guide__. (2nd ed.). Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. Sydney: NCELTR, 2000.

For Teachers

Contact the *JALT Journal* Reviews Editor to request the following books:

!**Essentials of English Language Testing**. Kitao, S., & Kitao, K. Tokyo: Eichosha, 1999.

Language Teaching: New Insights for the Language Teacher. Ward, C., & Renandya, W. (Eds.). Singapore: SEOMEO Regional Language Centre, 1999.

Professional Development Collection: Using New Technology in the Classroom. Brown, K. Sydney: NCELTR, 1999.

*__Teacher's Voices 4: Staying Learner-Centred in a Competency-Based Curriculum.__ Burns, A., & de Silva Joyce, H. (Eds.). Sydney: NCELTR, 2000.

Did you know
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JALT News

edited by amy e. hawley,
JALT National Director of Records

This month, I have asked the newly elected officers, excluding myself, to make a short statement of purpose for the readers of *The Language Teacher.* Their statements are short because of constraints on the length of this column, but I feel that they are worth reading because these are the people that represent all JALT members. A longer statement of purpose from each of the national officers can be found in the front of the new JALT Directory, published in May.

From Thom Simmons, President

The question of what JALT members want comes up frequently. A very basic answer here, to my mind, is that with diversity, we accommodate different groups within JALT. As we are now, a small group can function here just as a huge international conference and a vigorous publications organisation can function. It is important to help small groups function and grow. We do not all want the same thing.

The question of what the members want should, in my opinion, be addressed both to those who asked it 20 years ago—for they put their effort into making what we have now and we have been entrusted with it—and those who will ask this same question in 20 years—since we will either provide them the opportunity to develop their vision or we will deprive them of it.

From Tadashi Ishida, Vice President

I would like to cover the administrative field of JALT while I am in office. First of all, I would like to manage the JALT Central Office effectively. The January 2000 Executive Board Meeting approved the office regulations based on the Japanese Labor Law in order for the staff to be able to work without anxiety. Following the office regulations, I want to install clear guidelines and consult with office staff whenever necessary as my school is within walking distance of the office. Next, I want to reorganize JALT based on Non-Profit Organization (NPO) law. JALT got the status of non-profit corporation last year. Following the NPO law, I would like to help JALT integrate into the Japanese educational infrastructure and become more stable without losing its independence in order to win the confidence of Japanese teachers of English, corporations as well as government offices.

From Joe Tomei, Director of Membership

As Director of Membership (a bit of a misnomer because I don't intend on "directing" membership) I hope to support efforts to raise membership and to add value to a membership in JALT. By value, I hope to strengthen the networks and connections within JALT so that a JALT membership is a membership to a variety of networks. In addition, I hope that I can support the efforts of various groups in JALT to develop their own networks.

A list of more mundane points that I will try to accomplish:

- a monthly email newsletter to membership chairs
- raising student membership and encouraging graduate students to join
- webpages for joining JALT
- try to be accessible to the membership regarding any and all questions that may arise in the course of my tenure.

CUE Conference Preview

Alan Mackenzie, Conference Chair

The CUE mini-conference, "Content in Language Education: Looking at the Future" (May 20-21; Keisen University; Tama Center; West Tokyo) promises to be a focussed, practical event with emphasis on how to increase the type, quality, and amount of content in your teaching.

Some believe that the job of a tertiary educator is simply to teach language. However, there are a growing number of teachers interested in doing much more. They want to use language and language teaching to enable students to examine aspects of life: their own and others that they might not otherwise give time to.

Although we cannot hope to cover all of the ways in which language educators are attempting to broaden the perspectives of their students, we have planned a program that will examine some of these themes in detail.

Cross-SIG Cooperation: In order to keep the conference intimate and create a sense of community, it has been divided into five content areas, each of which has one room set aside for it and a program created by other SIGs in JALT.

GALE (Gender Awareness in Language Education) SIG has a two-day series of workshops and presentations on the content area of gender issues. Interested attendees should bring ideas to share with others on themes of the history of policy and political activism, gender and language, gender and family, sexuality, and gender and the workplace. The aim of the program is for participating teachers to walk out of the room at the end of the weekend with a whole collaboratively developed gender issues course.

Global Issues (GI) SIG has a series of presentations and workshops related to creating global citizens. A broad range of topics dealing with development, global and local perspectives as well as specific issues oriented lessons and courses will be discussed.

Materials Writers (MW) SIG and Video SIG are providing speakers who will focus primarily on issues involved in developing content-based lessons and courses while the forming Pragmatics SIG will focus on integrating real and appropriate language into the material you produce and the language used in class.

All of the presentations and workshops will be conducted by, and aimed at teachers in college and university situations.

CUE is also providing a varied program of presentations investigating issues in content-based education, content not covered in the main theme rooms, and successful courses and programs.

Full Host Involvement: One of the programs to be highlighted is the Communicative English program set up by our host, Keisen University. Conference attendees will have a chance to hear from the coordinators, teachers and students in the program about its structure, achievements and issues involved in running a communicative, content-based English program across the university curriculum.

Attendees should hope to leave the conference with a plethora of ideas that they can take directly into the classroom on Monday morning, and a head full of issues to stimulate their intellects.

For more site, pre-registration and detailed program information visit the CUE Conference website: http://www.wild-e.org/cue/conferences/conte[illegible].html

Call for Nominations

Nominations are now open for the following JALT national officer positions: Director of Program, Director of Treasury, Director of Public Relations, and Auditor. All terms are for two years beginning on January 1, 2001.

All nominees must be JALT members in good standing. To nominate someone (yourself included), contact Peter Gray in writing by letter, fax or email at 1-3-5-1 Atsubetsu-higashi, Atusbetsu-ku, Sapporo 004-0001; fax: 011-897-9891; pag@sapporo.email.ne.jp. When making nominations, identify yourself by name, chapter affiliation and membership number, and include your contact information. Identify your nominee by name, chapter affiliation and membership number, and include his/her contact information. The deadline for nominations is MAY 31, 2000.

Candidates who accept their nomination will be asked to submit their biodata, statement of purpose, and a photo by June 10, 2000.

JALT's new NPO bylaws stipulate that voting for national officers begin 80 days before the General Meeting and end 30 days before the General Meeting. Therefore, this year ballots will be included in the August issue of *The Language Teacher* and voting will end on October 5.

TOWARDS THE NEW MILLENNIUM
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Conference News

edited by dennis woolbright

In this month's column, David McMurray takes a look at next year's combined JALT2001/PAC3 Conference in Kitakyushu

PAC Program Power

How do effective or creative teaching ideas diffuse through Asia? This month's *TLT* column about the JALT2001 conference merges two main themes that relate to change in foreign language education: (a) creativity and (b) the management of its diffusion. The term "creativity" embraces a wide range of classroom interventions and is therefore sometimes criticized as a buzzword, but it is an important link to larger social and cultural questions, including economics and individuality. Teachers in Asia are currently searching to motivate their students by using a task-based curriculum that allows for autonomous learning and focuses on real-world, international English. Once innovative language teaching ideas related to these goals are defined, researched and tested, to fully develop they still need to be shared and adopted by colleagues and students. Let's have a look at five models of how this diffusion can take place, including a method that relies upon action research that can blossom through the Pan-Asian series of Conferences hosted by ThaiTESOL, KoreaTESOL, JALT and the English Teachers Association of the Republic of China. The third conference in the series will be held in Kitakyushu at the JALT2001: A Language Odyssey conference from November 22-25, 2001.

Creative Language Teaching in Asia

Once you've come up with a creative teaching idea, perhaps by conducting an action research project, how can it effect change in our profession and in classrooms around Asia? Change is a constant in the education profession, but most curricular change in Korea, Thailand, Taiwan, and Japan during the past few decades has generally been spread using top-down management and governmental decree (Kim, 1998). Language teachers are hoping to become more involved in the idea-creation stage of the process of change through their action research (Cornwell, 1999). Bottom-up leadership by classroom teachers implies it is the teachers who identify the need for change and propose ideas to solve the problems or to take advantage of the opportunities they perceive in their classrooms and with their students. Hoelker (1999:1) notes that action research in Asia "is rapidly gaining recognition at international conferences (TESOL, PAC, and JALT)," and that teachers in these organizations hope their efforts will lead to new ideas which will improve teaching and learning and the community at large.

Diffusion of Change in Language Education

Diffusion is a form of communication. Languages spread through networks, and so do language teaching innovations. There are five different models of change that Markee (1997:62) identifies as "social interaction; center-periphery; research, development and diffusion; problem-solving; and linkage." Each has its own leadership style. Teachers are recognized as key players in language teaching innovations, however in Asia other stakeholders such as ministry of education officials and school administrators have a stronger say in whether an innovation is implemented or not.

An example of **social interaction** is what goes on in the teacher staff-room when teachers share lesson plans. The USIS and British Council are agencies from English as a first language countries that share their teaching technologies with developing countries based on a **center-periphery** model of diffusion where the power to promote change often rests with local ministry of education officials. A top-down leadership approach accompanies this model, which requires that teachers become passive recipients of mandated changes. **Research, development and diffusion** is the preferred model of change among academics that originated in the study of macroeconomic management. This model relies on top-down management and empowers teacher-experts to serve as agents of change. Teachers at the bottom of the hierarchy have little stake in the success of innovations. The **problem-solving** model encourages bottom-up leadership because the end-users of the innovation are the ones who identify the need for change. Teachers also act as agents of change to share the diffusion of ideas. This is the model in which action research can best function and flourish. Action research encourages teachers to become the masters of their own house and to reduce dependence upon experts from other disciplines. This approach has been implemented in Australia on a large scale. The **linkage** model serves as an umbrella for all the above models and recognizes that the choice of a particular change strategy depends upon the problem that needs to be solved.

Parents and students within the public schools and private language learning schools also participate in deciding the fate of proposals for change. For example, in the competitive language school market, fee-paying students can select between language schools and their advertised methods of instruction.

An example of the power that politicians and the voting public hold over the wishes and expertise of language teachers lies in the 1998 State of California Proposition 227, which was passed by a citizen's vote of 61 percent in favor of limiting bilingual language education to one year of immersion classes after which second language learners must enter mainstream classes. Language teachers and their organizations such as California TESOL advocated against the changes, criticized the plan for its lack of pedagogical validity, and lobbied government and parents.

Diffusion of Creative Teaching Ideas in Asia

The diffusion of teaching ideas may be a natural process of evolution toward better and more efficient ideas, but in most cases where the idea was adopted on a wide scale, the changes had been managed. Team teaching was introduced in Japan in the 1980s and later in Korea during the 1990s with a center-periphery model of diffusion. Teachers were passive recipients of a mandated program. In its initial stages a British organization provided the expertise and the teachers. Later in Japan two ministries took ownership of the plan and called it the JET (Japanese English Teaching) program. It has received much resistance and criticism from language teachers in Japan but it continues. The EPIK (English Program in Korea) was curtailed in 1998 by the ministry of education when overall government funding fell short during their banking crisis.

Change can be painful if new ideas and the strategies to carry them out do not carry everyone in the profession willingly forward. Teachers who perceive new ideas and proposals for change as advantageous are likely to adopt them more quickly. To adopt new ideas as their own innovations, teachers must have the opportunity to clarify their ideas about language education. Hoelker (1999:9) notes that teachers can gain respect when they carry out action research in the classroom and then publish the data "because it is only through our sharing what we learn in the classroom that the community learns to value our work."

Bridging research and teaching through action research in the classroom could help make the language education system in Asia more creative. At the second Pan-Asian Conference held in Seoul, representatives of ThaiTESOL, KoreaTESOL, JALT, and ETA-Republic of China agreed to an eight-point mission statement committed to forging an identity which encompasses the commonalties and diversity inherent in the teaching and learning of English in the Asia context. Some 6000 teachers belonging to these organizations have been tasked to pursue the discovery of methodology appropriate for their classrooms, and have been provided an international forum of meetings and publications to exchange, challenge, and announce their ideas.

Conclusion

Having shared the results of a few of the action research projects presented at the second Pan-Asian conference in Korea that are being conducted by EFL and ESP teachers leads me to believe our profession is indeed trying to create classrooms more conducive to learning and to encourage students to be more creative. The language teaching challenges of the new millennium in an Asia context are: (1) training teachers of children and (2) the motivation of students using a task-based curriculum that allows for autonomous learning that focuses on real-world, international English.

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David McMurray is the co-founder of PAC. He is a Past President of JALT, its current Director of Treasury, and the JALT2001 Program Co-chair.

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SIG Focus

edited by
malcolm swanson

The SIG Focus column offers a chance for a closer look at each of JALT's Special Interest Groups. Each month, we will publish an introduction to one SIG, along with a sample article from its publications. SIGs wishing to partake in this opportunity to publicize their group should contact the Editor. In this, our first SIG Focus column, we introduce the newest of the group, the Pragmatics (Forming) SIG.

The inception of Pragmatics SIG and its newsletter, *Pragmatic Matters*, was the fortunate outcome of several events. The IPrA conference held in Kobe during the summer of 1993 introduced many of us to pragmatics as a field of study. In 1994, Dr. Gabriele Kasper came to Temple University Japan as a visiting scholar, lecturing on cross-cultural pragmatics. She was a popular invited speaker at Tokyo JALT and nurtured many of those who have since become active in pragmatics research in Japan. [Ed's note: Dr. Kaspar will also be appearing at this year's JALT conference in Shizuoka.] At the same time, Special Interest Groups (SIGs) in JALT began to flourish and enrich JALT as a teacher's organization. Among the SIGs available to JALT members, however, none have until now specifically addressed issues of pragmatics and cross or intercultural communication.

Coordinator Sayoko Yamashita began to informally contact many of the people who had attended Dr. Kasper's lectures or the IPrA conference and together we came to a consensus that JALT needed a SIG that was dedicated to the exchange of ideas on pragmatics and human communication. The PRAG SIG newsletter, *Pragmatic Matters*, therefore, aims to provide an informational and networking space for people interested in pragmatics, language, and human communication.

The newsletter is geared for an audience with a rather wide range of interests and expertise. The editors endeavor to meet the expectations of three distinct populations: 1) those who are interested but are beginners to the field, 2) those who are familiar with basic concepts in pragmatics and want to keep up with the field, and 3) those who are actively involved in research and the teaching of pragmatics and are looking for a forum or networking opportunity with similar professionals. We hope that by reading the following excerpts from the first two newsletters will encourage more JALT members to join us in making Pragmatics SIGnificant.

Donna Tatsuki, Supervising Editor, *Pragmatic Matters*; tatsuki@kobeuc.ac.jp

For more information on joining PRAG SIG, subscribing to, or getting published in *Pragmatic Matters*, please contact:

PRAG SIG Coordinator, Sayoko Yamashita
Tokyo Medical & Dental University
t/f: 03-5803-5908, yama@cmn.tmd.ac.jp

The following article excerpts are taken from the PRAG SIG publication, *Pragmatic Matters*:

1. Excerpts from an interview with Gabriele Kasper, Professor, Department of ESL, University of Hawaii

How would you define pragmatics?

Pragmatics is about "doing things with words" (Austin), or acting by means of language. I like David Crystal's definition:

> Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication (Crystal, 1997, p. 301).

This definition emphasizes communicative action, context, interaction, and communicative effect. It can easily be extended to cross-cultural and interlanguage pragmatics and is open to many research approaches.

Which disciplines inform and are informed by pragmatics research?

Many! Let me list some of the most important contributing and receiving disciplines in the social sciences and humanities: philosophy (pragmatism, ordinary language philosophy, social philosophy), literary criticism (rhetoric, text analysis, literary theories), linguistics ("functional" theories of language, descriptive, contrastive linguistics), sociology (conversation analysis, ethnomethodology, cognitive sociology, sociometrics), anthropology (ethnography, ethnography of communication, language socialization), developmental psychology (developmental pragmatics), psychology (psychometrics), cognitive psychology (psycholinguistics), clinical psychology (behavioral assessment), communication (speech, cross-cultural communication), second language research (interlanguage pragmatics).

The contributions vary—those from philosophy are obviously theoretical, e.g. Peirce, Wittgenstein, Austin, Searle, Grice, Habermas. Anthropology donates its cultural focus and its methodological branch, ethnography. Socio- and psychometricians help us with "quantitative" research designs and methodologies of data collection and analysis. Conversation analysts tell us why we should not do quantitative research of social encounters but rather microanalyze authentic interaction, and they offer superb procedures how to go about it. They all make valid points and offer enriching perspectives. It's great fun to listen and learn from other fields. And since pragmaticists often don't have enough training in research methods, we can go to the more established social sciences for a large repertoire of investigative practices that we can adopt and adapt to research issues in pragmatics.

How is pragmatics relevant to language teaching?

As a component of communicative ability, pragmatic knowledge and skill is an important learning goal in "communicative" language teaching. This is true for any target language, whether Japanese or English. Language teachers need a thorough understanding what pragmatic ability comprises. Studies of pragmatic practices and the conditions for pragmatic success and failure are necessary in order to determine what learners have to learn. Inter-language pragmatics studies, including studies on pragmatic development and classroom research, will inform teachers what approaches to instruction in pragmatics are most effective. Pragmatics is also a useful approach to teacher education and development. By examining classroom practices from a pragmatic perspective, teachers will gain a better understanding of their own interaction with students, and of the cultural and personal assumptions that guide their teaching as "implicit theories" of the participation structures associated with different forms of classroom organization, and the learning opportunities afforded by different activities. Pragmatics is thus both a learning objective and a tool for understanding classroom processes. (Interview continues.)

2. Excerpts from "Observing Pragmatics: Testing and Data Gathering Techniques"

James Dean Brown
University of Hawai'i at Manoa

Researchers new to the study of pragmatics soon realize that, in one way or another, they must measure or observe learners' pragmatics performance. Turning to the literature, they find that studies have varied considerably over the years in the methods used to gather pragmatics data. The primary aim of this article is to briefly describe in one place the variety of testing instruments and other data gathering techniques available for collecting pragmatics data. I will begin by defining each of the six types of pragmatics tests included in Brown (in press) and then turn to the nine pragmatics data gathering procedures covered in Kasper (1999). I will end by discussing (a) factors that you might want to consider in deciding which procedures to use in a particular research project and (b) the order in which you might most advantageously apply those factors.

Testing Pragmatics

Researchers have used at least the following six types of tests to study pragmatics and cross-cultural pragmatics (for more details, see Brown, in press; Hudson, Detmer, & Brown, 1992, 1995; Yamashita, 1996a or 1996b; Yoshitake, 1997; Yoshitake & Enochs, 1996; Enochs & Yoshitake-Strain, 1999):

1. Written Discourse Completion Tasks are any pragmatics measures that oblige examinees to (a) read a written situation description and then (b) write what they would say next in the situation.
2. Multiple-choice Discourse Completion Tasks are any pragmatics measures that oblige examinees to (a) read a written situation description then (b) select what they think would be best to say next in the situation from a list of options.
3. Oral Discourse Completion Tasks are any pragmatics measures that oblige examinees to (a) listen to a situation description (typically from a cassette recording) and (b) speak aloud what they would say next in that situation (usually into another cassette recorder).
4. Discourse Role-Play Tasks are any pragmatics measures that oblige the examinees to (a) read a situation description and (b) play a role with another person in the situation.
5. Discourse Self-Assessment Tasks are any pragmatics measures that oblige examinees to (a) read a situation description and (b) rate their own ability to perform pragmatically in that situation.
6. Role-Play Self-Assessments are any pragmatics measures that oblige the examinee to both: (a) view their own pragmatics performance(s) in previously video-recorded role plays and (b) rate those performances (thus combining numbers 4 & 5 above).

Note that the definitions above are framed in testing terms in that they specify exactly what the students must do. For instance, the definition given above for Role-Play Self-Assessments indicates that the students must view and rate. Clearly then, the focus was on testing methods in designing and defining these six test types. As you will see in the next section, Kasper (1999) had an entirely different focus.

Another View of Data Gathering Procedures for Pragmatics

Kasper's (1999) overview of data gathering procedures for pragmatics research is more comprehensive than either her previous article with Dahl (Kasper & Dahl, 1991) or the Brown (in press) article. Kasper (1999) lists nine ways of gathering pragmatics data:

1. Authentic Discourse data on individual extended speech events are collected in a natural setting by taking field notes or audio/videotaping, or both (p. 73).
2. Elicited Conversation data are collected on conversations staged by the researcher to elicit certain discourse roles. Unlike role-plays, no social roles (different from the participants' actual roles) are imposed (p. 75).
3. Role-play data are gathered on "simulations of communicative encounters, usually in dyads, based on role descriptions" (p. 76).
4. Production Questionnaire data are collected using questionnaire items that describe a situation and give a short dialogue with one turn replaced by a blank line (usually requiring a specific, contextually constrained communicative act). The participants are then required to fill in the blank with what they would say in that situation (pp. 80-81).
5. Multiple-Choice data are gathered in a manner similar to production questionnaires, in that items describe a situation and give a short dialogue with one turn replaced by a blank line, but rather than requiring respondents to fill in the blank space, they are given a number of alternative possibilities to select from (p. 85).
6. Scaled-Response data are collected on how participants judge contextualized communicative acts with regard to appropriateness, politeness, etc. on the one hand or how they judge the relative values of the contextual variables like participants' relative power and social distance, or the degree of imposition implied in a particular speech event. Scaled response instruments typically take the form of rating scales (especially Likert or semantic differential scales) (pp. 87-89).
7. Interview data are gathered on a particular type of question-and-answer speech event that may be pre-structured, but inevitably becomes interactive, often going in directions the researcher may not have expected (p. 90).
8. Diary data collected are structured entirely by the participants in terms of the content, organization, timing, etc. of the diary entries, that is, they are not controlled by pre-designed tasks, response formats, or types of social interactions (p. 93).
9. Think Aloud Protocol data are gathered on descriptions given by participants of their thought processes while performing a particular task or set of tasks (pp. 94-95).

Note that overall Kasper focuses much more on ways data are gathered than Brown, thus her concern is more with the research itself and the ultimate validity of the data obtained. Keep in mind that Kasper (1999) provided much more detail on each of her nine categories and she did so from multiple perspectives while linking each type of data gathering with the literature and with examples. Thus, anyone interested in any of these forms of data gathering would be well advised to consult her original article.

Factors to Consider in Deciding How to Gather Pragmatics Data

Brown (in press) provides two tables near the end of the article, which may help readers to decide which type of test they wish to use for a particular research project. His article reanalyzes data provided by Yamashita and Yoshitake-Strain for EFL and JSL students and compares the six types of tests in two overall ways. First, in Table 7, the six test types are compared in terms of practical advantages and disadvantages of factors like ease of administration, ease of scoring, types of language that can be assessed, and types of decisions that can be made with each. Second, in Table 8, rankings are presented for the six types of tests separately for the EFL and JSL studies using ten criteria: overall easiness of the test for students, degree of variance in scores, reliability (and standard error of measurement), validity, ease of administration, ease of scoring, degree to which each encourages oral language, degree to which each encourages self-reflection, and degree to which each is suitable for high stakes decisions. Again, you see that Brown takes a testing perspective in the criteria he uses for making comparisons.

In contrast, Kasper (1999) takes what might be characterized as a research-validity perspective in comparing her nine ways of gathering pragmatics data. Near the beginning of her article, Kasper (1999) provides a useful table that gives readers an advance organizer for the discussion that follows. She contrasts her nine data collection procedures in terms of a variety of focus and procedure dichotomies. The focus dichotomies include plus or minus interaction, comprehension, production, and metapragmatic knowledge. The procedure dichotomies include online/offline and interaction with the researcher.

How is it possible that two researchers like Brown and Kasper can come up with such different criteria for judging the various types of data gathering procedures? The answer is easy: they come from different backgrounds and have different perspectives on the issues involved.

From your viewpoint, you might gain the most by applying their two sets of criteria serially. My guess is that, as a researcher in pragmatics, you will be interested in both the testing aspects of your measures and the validity of your research. Hence, both sets of criteria will be applicable to your work.

Perhaps you would be wisest to select measures for a particular study on the basis of Kasper's focus and procedure criteria. Early on, you might also want to consider Brown's ideas on the practical advantages and disadvantages (those criteria used in his Table 7) of the various measures. Then in any studies that you conduct, you might also want to consider applying Brown's more technical criteria (those listed in his Table 8) to determine the degree to which your measures have been useful and successful from a testing perspective.

Conclusion

This article has defined six types of pragmatics tests and nine pragmatics data gathering procedures, and explored factors that you may want to consider in deciding which procedures to use. Hopefully, such information will help you think about your options and responsibilities in selecting, developing, and using pragmatics data gathering procedures and thereby help you make a positive contribution to this all-important area of applied linguistics research.

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Special Interest Group News

edited by robert long

Interested in learning more about your SIG? Please feel free contact the coordinators listed after this column. 各分野別研究部会の活動等に関するお問い合わせは、コラム下に掲載の各部会コーディネーターにご連絡ください。

Regular Announcements

FLL: Members of the Foreign Language Literacy SIG should have had the Spring/Summer issue of *Literacy Across Cultures*. Contact David Dycus at dcdycus@japan-net.ne.jp about LAC and Charles Jannuzi (information below) about the newsletter if you have not received your copies.

各分野別研究部会の活動等に関するお問い合わせは、コラム下に掲載の各部会コーディネーターにご連絡ください。

GALE: Please join us in the GALE room at the CUE SIG conference, May 20-21 in Tokyo (see CUE column for details). Bring 50 copies of an activity you have created for teaching content related to gender in the EFL classroom, and walk away with enough material for a yearlong course. Also, don't forget to sign up for GALE's retreat and symposium "Triads: The Construction of Gender in Language Education" June 24-25 in Hiroshima. Register with Cheryl Martens; t: 082-820-3767; f: 082-820-3795; cmartens@z.hkg.ac.jp. Finally, GALE is co-launching a new *Journal of Engaged Pedagogy*, and we'll be inviting people to submit articles and join our editorial staff at both the CUE conference and the GALE symposium. Contact the GALE coordinator for more information.

5月20－21日開催の大学外国語教育部会会合(詳細は下記CUE部会案内参照)内のGALE部会室へお越しください。皆様が作成したジェンダーに関連した話題を指導するアクティビティー案を50部お持ちくだされば、参加者全員の指導案をお持ち帰りになることができます。また、6月24－25日に広島で開催される当部会会合へもお申し込みください。

CUE: Don't forget about the CUE conference on "Content and Language Education: Looking at the Future" held in Keisen University, in the Tama Center of West Tokyo, May 20-21. The CUE SIG in association with GALE, GILE, MW, Video, and Pragmatics will have presentations, workshops, roundtables and demonstrations on the theme of content-centered language learning. The scope of the conference includes content- and theme-based education, sheltered learning, and content classes taught in the learner's second language, with possible connections to skill-based learning and the learning of foreign languages for specific purposes. The aim of the conference is to explore how such approaches to learning language are being implemented in Japan and neighboring countries, what issues arise from their implementation, and the future they have within individual classrooms, institutions and education systems. It is also the aim of the conference to offer practical, hands-on workshops to help participants conceive, plan, and implement their own content-centered courses. We hope to answer several questions such as: What language and language-learning theories lie behind content-centered approaches? What forms can content-centered learning take? What content can be used and is being used now? Details are available at http://www.wild-e.org/cue/conferences/content.html, and interested parties and volunteers should contact Eamon McCafferty at eamon@gol.com

5月20～21日両日、恵泉大学においてジェンダー、グローバル問題、教材開発、ビデオ、プラグマティクスの各研究部会との共催でコンテンツ・ベースの語学教育をテーマとした会合を開催いたします。詳細は、英文に掲載のホームページまたはEamon McCafferty(eamon@gol.com)まで。

SIG Websites

For more information on SIGs and their publications, please visit any of their websites:

Bilingualism SIG—www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/
CALL SIG—www.jaltcall.org/
CUE SIG - On CUE—www.wild-e.org/cue/oncue_archive/preva.hmtl
The GALE Newsletter—www2.gol.com/users/ath/gale/newsletter.htm
GILE SIG—www.jalt.org/global/index.html
FLL SIG—www.aasa.ac.jp/~dcdycus/
Literacy Across Cultures—www.aasa.ac.jp/~dcdycus/LAC.HTM
Jr/Sr High SIG—www.esl.sakuragaoka.ac.jp/tsh
Learning Learning (LD SIG newsletter)—www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/LLE/indexE.html
MW SIG—www2.gol.com/users/bobkeim/mw/mwcontents.html
PALE SIG—www.voicenet.co.jp/~davald/PALEJournals.html
TE SIG—members.xoom.com/jalt_teach/
T&E SIG—www.geocities.com/~newfields/test/index.html
Video SIG—members.tripod.com/~jalt_video/
Video Rising (Video SIG newsletter)—members.tripod.com/~jalt_video/pub.htm

SIG Contact Information

Bilingualism—Peter Gray, t/f: 011-897-9891(h); pag@sapporo.email.ne.jp
Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); elin@gol.com
College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp
Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); kcates@fed.tottori-u.ac.jp
Japanese as a Second Language—Stacey Tarvin Isomura; stacey@gol.com
Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); barrym@gol.com
Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp
Material Writers—James Swan; t/f: 0742-41-9576(w); swan@daibutsu.nara-u.ac.jp
Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w); haig@nagoya-wu.ac.jp
Teacher Education—Lois Scott-Conley; lois.scott-conley@sit.edu
Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com
Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); lyoffe@edu.gunma-u.ac.jp
Video—Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); januzzi@edu00.f-edu.fukui-u.ac.jp
Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp
Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); cheiron@gpwu.ac.jp

Forming SIGs

Pragmatics—Yuri Kite; ykite@gol.com; Eton Churchill; PXQ00514@nifty.ne.jp; Sayoko Yamashita; t/f: 03-5803-5908(w); yama@cmn.tmd.ac.jp
Applied Linguistics—Thom Simmons; t/f: 045-845-8242; malang@gol.com
Cross-cultural Behavior & Intercultural Communication—David Brooks; t: 042-778-8052(w); f: 042-778-9233; dbrooks@planetall.com

The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication. For further details, please contact the Editor.

Chapter Reports

edited by diane pelyk

Kitakyushu: February 2000—*Teaching Public Speaking* by Dennis Woolbright. Throughout his presentation, Woolbright stressed the importance of breaking down speeches into manageable parts that can be taught and practiced by students. He began by illustrating the correct way to get up from one's seat and approach the podium. He continued with steps such as being comfortable speaking in front of a large group, maintaining eye contact with the audience, brainstorming topics, refining a topic, doing interviews and research, organizing a speech, rewriting, and memorizing from a tape rather than a manuscript. Woolbright believes addressing an audience for a minimum of three minutes is an essential part of English language education. It is such a confidence builder that no student should be denied this experience. *Reported by Margaret Orleans*

Nagasaki: February 2000—*Motivating Children to be Active Learners* by David Paul. Paul suggested that Japanese students generally begin learning English with enthusiasm and curiosity but often become passive learners who wait to receive knowledge from their teachers and find it difficult to produce English spontaneously. The presenter believes that, by nurturing and strengthening the natural curiosity of elementary school children, we can train them to be active learners. He concluded that the present educational system teaches students how not to learn, wringing out any motivation.

While the presenter acknowledged that the school system places great demands upon teachers, he urged us to move away from behavioral psychology-influenced pedagogy and towards a more constructivist approach. Basically, he advocated a more student-centered classroom based on the individual realities and interests of the learners. In such classrooms, fun activities are something worthwhile and purposeful, rather than segregated as after-lesson bribes, or never attempted at all due to purported time constraints.

Some of his demonstrations included basic questions and answers with picture cues, imaginary words, grammar-based games, phonetic tic-tac-toe games, and weighing the merits of phonics and the whole language approach. For more information, check out our monthly email newsletter by contacting allan@kwassui.ac.jp.

Reported by Tim Allan

Nagoya: January 2000—*Show and Tell in the Computer Room* by Robert Keim, Ujitani Eiko, Aoki Yukari, Mizuno Morishige, and Rich Porter. Five presenters, all computer room instructors, contributed to a show-and-tell mini-conference. Robert Keim demonstrated how students can download Apple software from a server to allow for their entry of vocabulary words into a database. His presentation included the use of an English-English learner's dictionary and promoted focusing students' attention on words most commonly used in the English language when creating the database.

Ujitani Eiko reported on the use of student lists through the Latrobe University website and the International Writing Exchange Program at Helsinki University of Technology. Her handout is available at the JALT Nagoya website at http://JALTNagoya.homestead.com/Aoki.html. Mizuno Morishige demonstrated how a floppy disk can activate connection between each Apple computer and a Mac HTTP server to create a listserv. Using a homemade tutorial on a website, Rich Porter illustrated how to create a basic homepage in 20 minutes. This tutorial is available at http:JALTNagoya.homestead.com/JapanAssociationLanguageTeaching.html.

Reported by Mat White

Chapter Meetings

edited by tom merner

Akita—A meeting is scheduled to be held on either May 13 or 27, most probably at MSU-A. Final and detailed information will be provided later.

Chiba—*How to Keep Three- to Six-Year-Old Children Actively Involved in the Class* by Bill Brooks, Joyful English. Teaching very young learners can be quite challenging but also rewarding and fun. By preparing a well-balanced lesson with a lesson plan, which assembles activities so that they become more effective in teaching while keeping the children's attention, and by acquiring effective classroom management techniques, your classes will improve because your students will become more actively involved. Some suggestions are offered. *Sunday May 14, 11:00-13:00; Chiba Community Center (Take JR mono-rail from Chiba station to Chiba-shiyakushomae); one-day members 500 yen.*

Fukuoka—*Classroom-Based Language Testing* by James Dean (JD) Brown, University of Hawaii at Manoa. The talk will begin with a discussion of the crucial differences between classroom tests and standardized tests in terms of purposes, types of decisions, levels of generality, students' expectations, score interpretations, and score report strategies. Logistical differences will also be discussed. Then a classroom test review checklist will be presented and explained, followed by a discussion of the beneficial effects of good classroom testing. *Sunday May 28, 14:00-17:00; Aso Foreign Language & Travel College*

Building #5; one-day members 1000 yen.

Gifu—***Multiple Intelligences: Issues and Applications*** by Rich Porter, Mie University. Among the seven intelligences proposed by Howard Gardner in his Multiple Intelligence Theory, how many should EFL instructors incorporate? And how? Does technology hamper or expand opportunities for the students' other intelligences to flourish? Participants will identify issues of top priority to them based on a collective intelligence. Lastly, they will receive an invitation to follow up over the Internet. *Sunday May 7, 14:00-17:00; The Dream Theater, Gifu City; one-day members 1000 yen.*

Gunma—***Getting False Beginners to Communicate*** by Setsuko Toyama, Toyama English House, coauthor of *Journeys Listening/Speaking 1*, Development Editor of *SuperKids*. Looking for a variety of listening/speaking activities for pairwork, groups, even large classes? This workshop will focus on realistic listening tasks that increase learners' listening comprehension while improving their basic speaking skills. These activities, designed especially for lower level students, provide simple tasks with sophisticated content that really work! Come join us as learners and go home as happier teachers! *Sunday May 21, 14:00-16:30; Nodai Niko High School (Takasaki); free (sponsored by Pearson Education).*

Himeji—There is a meeting scheduled to be held on Sunday May 14. Members will be notified of the time and place. Others may contact Joe Machowski; t: 0792-35-2475; machow@kenmei.ac.jp

Hiroshima—***Teacher Development***. A panel discussion on issues of teacher development will be moderated by Ian Nakamura. Presentations and workshops on ways teachers can improve their methodology in order to motivate and challenge their students. All are welcome to take part. *Sunday May 14, 15:00-19:00; Hiroshima Peace Park: International Conference Center 3F (seminar room 2); one-day members 500 yen.*

Ibaraki—***Oral Communication: A Quiet Conversation*** by Robert L. Baker, Jr., Ibaraki Christian High School. The presenter will introduce a functional approach to teaching conversational English which equips students with the basic language and rules they need to participate in polite conversation, provides another way of organizing the language they have learned in other classes, and encourages the students to build on what they have learned even after they have completed the course by raising their awareness of the language around them. *Sunday May 21, 13:30-17:00; Tokyo Kasei Gakuin Tsukuba Women's University, Tsukuba-shi; one-day members 500 yen.*

Iwate—A presentation by Douglas Jarrel is scheduled. Details to be announced. *Sunday May 21, 10:30-12:30; Iwate International Plaza (t: 019-654-8900).*

Kanazawa—***A Practical Experience With Mind-Maps: Activating Memory, Broadening Expression and Generating Conversation*** by Wayne K. Johnson, Ryukoku University. The speaker will provide an overview of pertinent research into memory for language and language performance and offer examples of a variety of strategies which aid memory and facilitate the retention of the lexis and grammar on which conversation is based. *Sunday May 14, 14:00-16:00; Shakai Kyoiku Center, 3-2-15 Hondamachi, Kanazawa.*

Kitakyushu—***Consciousness Raising in Writing Classes: Good or Bad?*** by Catherine Roach. The presenter will talk about whether teachers of L2 writing actually need to teach strategies as advocated in the literature or whether doing what we would normally do is just as good for our students. The discussion will be based on findings from a nine-month study, which examined two classes following a process approach for the first time, and where one class also received a program of learner training. *Saturday May 13, 19:00-21:00, Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—***American Conversational Usage: Simulations*** by John Pereira. By using a specially designed picture-word format, the details of a conversational context (people, place, relationship, age, rank, function, and so on) can be made clear and instantly recognizable. Furthermore, exchanges can be easily tracked and checked, thus taking us beyond the phrasebook to give our students a real "feel" for using the right word or phrase at the right time. *Sunday May 21,13:30-16:30; Kobe YMCA 4F LETS.*

Matsuyama—***Requests in Japanese and English: What Every Learner Should Know*** by Carol Rinnert, and ***Grammatical Traditions and Pedagogy in the Nineteenth Century*** by Malcolm Benson. Matsuyama Chapter's usual social hour, with coffee, tea, and cookies, will take place between the two presentations. *Sunday May 14, 14:00-16:30; Kinenkan, Shinonome High School, on the Ropeway; Matsuyama Chapter Local Members 4000 yen (for one year), one-day members 1000 yen.*

Miyazaki—***Simulations For Developing Fluency Through Environmental Issues*** by Julie Sagliano and Michael Sagliano, Miyazaki International College. The presenters will demonstrate a step-by-step process for designing a fluency-based simulation module beginning with the introduction about fluency, continuing with practice in fluency building, pronunciation and body language, and culminating in the performance of the simulation itself. Techniques for providing sufficient background knowledge to the topic through the use of field trips, Internet research, and student demonstrations will be offered. *Friday May 19, 18:00-20:00; Miyazaki International College; one-day members 750 yen.*

Nagasaki—***Activities for Academic Writing*** by Giles Parker, Nagasaki University. This presentation will introduce writing activities that can be used in classes from junior high school levels up. We will look at different concepts including process writing, ways of evaluating writing, writing introductions, conclusions, definitions and justifications, internal cohesion, and developing content. Participants will take part in activities designed to raise learners' awareness of and ability to reproduce these concepts. *Saturday May 27, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen, students 500 yen.* Want to receive our monthly email newsletter? Contact us at allan@kwassui.ac.jp at any time.

Nagoya—***Teachers' Empathy and Language Learning*** by Kuwayama Hitomi, Nanzan University. This presentation is aimed at clarifying the concept and looking at the importance of teacher's empathy toward learners in language classes. Previous literature points out that teachers' perceived empathy motivates students to learn, and contributes to learners' language performance. The presentation will show various ways of showing empathy to students. *Sunday May 28, 13:30-16.00; Nagoya International Centre, 3rd floor, room 1; one-day members 1000 yen.*

Niigata—***Cambridge University Press Mini Book Fair and Presentations*** by Ivan Sorrentino, ELT Representative. 1) Introducing the Cambridge English Worldwide Series for Content-Based Learning at the High School Level; 2) Low-Level Materials—Aren't They All the Same? This practical presentation takes a look at what kind of people our low-level learners are and how the various methodologies give support to these students in different ways. The publisher's display will be open for browsing before and after the presentations. *Sunday May 14, 10:00-14:00: 1) 10:30-11:15, 2) 12:15-13:00; Niigata International Friendship Centre, 3F.*

Omiya—***Researching Via the Internet: What's it Good For?*** by Sean Reedy and Hideto D. Harashima, Maebashi Institute of Technology. This workshop offers educators some practical approaches to using the Internet for research in language acquisition and education. The speakers will begin by presenting an overview of search engines. Participants will then be taken through more advanced search techniques and introduced to some useful research sites, databases, and archives. The workshop will end with a discussion of the relative merits of using the Internet compared to more traditional modes of research. *Sunday May 21, 14:00-17:00; Omiya Jack (near Omiya JR Station, west exit); one-day members 1000 yen.*

Sendai—A presentation by Tony Crooks, Sendai Board of Education, is scheduled. Details are to be announced. *Saturday May 13, 13:30-16:30; Seinen Bunka Center, Kenkyushitsu #3 (across from Asahigaoka subway station).*

Tokushima—The Role of Conversation in Developing Communicative Competence in English by Charlie Canning, Naruto University. Our presenter will talk about conversation strategies, barriers to communication, evaluating information and formulating responses, and expressing opinions. The session will include overcoming barriers to conversation and some hands-on methods for use in the classroom. *Sunday May 21, 13:30-15:30; Location TBA.*

Tokyo—***Bringing the Real World into the Classroom with Authentic Materials*** by Michael Sorey, AIG in-house language training program. This workshop will focus on activities based on authentic materials, ranging from the Internet to newspapers to show-and-tell. The discussion will also include how authentic materials can be used to meet course objectives and motivate students. The speaker will present activities based on authentic materials used at different proficiency levels and show how they can be adapted to different teaching situations. *Sunday May 27, 14:00-17:00; Sophia University (Yotsuya Station).*

West Tokyo—***CUE Mini Conference. Content and Foreign Language Education: Looking at the Future.*** As a supporting sponsor of the conference, our chapter invites all members to attend. Volunteers needed to assist at registration. May 20-21; 9:30-16:30; Keisen University, near Tama Center (Keio Hashimoto Line).

Yamagata—***Another Approach to Communicative English Through Canada*** by Sarah Wells, Yamagata Prefectural Board of Education. The presenter will introduce herself and talk briefly about why she came to Japan. She will also talk a bit about her family. She will talk about Canada as a country. She will show some pictures and talk about Canada's history, culture, and beliefs. She will talk about English instruction and why she feels it is important in Japan. *Sunday May 14, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 700 yen.*

Yokohama—The regular monthly meeting for May will feature a presenter on a topic of interest. Please call or email for details. *Sunday May 14, 14:00-16:30; Room 603, Gino Bunka Kaikan, Kannai.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tlt_chmt@jalt.org.

Akita—Suzuki Takeshi; t: 0184-22-1562; takeshis@mail.edinet.ne.jp
Chiba—Yukiko Watanabe; joebella@pk.highway.ne.jp
Fukui—Watanabe Takako; t/f: 0776-34-8334; watanabe@ma.interbroad.or.jp
Fukuoka—J. Lake; j@bamboo.ne.jp; http://www.kyushu.com/jalt/events.html
Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; doyon@alice.asahi-u.ac.jp
Gunma—Wayne Pennington; t/f: 027-283-8984; jk1w-

pgtn@asahi-net.or.jp
Hamamatsu—Brendan Lyons; t/f: 053-454-4649; bren@gol.com
Himeji—William Balsamo; t: 0792-54-5711; balsamo@kenmei.ac.jp
Hiroshima—Joy Jarman-Walsh; t: 082-878-9931; jjarman@pent.yasuda-u.ac.jp
Hokkaido—Dave Hyre; t: 011-387-7344; davdhyre@gol.com; http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/
Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; pauly@k.tsukuba-tech.ac.jp
Iwate—Adrian Cohen; cohen@iwate-pu.ac.jp
Kagawa—David Juteau; t: 0883-53-8844; david-juteau@mailcity.com
Kagoshima—Nick Walters; t: 099-273-5896; remori@po2.synapse.ne.jp
Kanazawa—Bill Holden; t: 076-229-6140(w), 229-5608(h); holden@nsknet.or.jp; http://www.jaist.ac.jp/~mark/jalt.html
Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); carman@med.uoeh-u.ac.jp; http://www.seafolk.ne.jp/kqjalt/
Kobe—Brent Jones; t/f: 0797-31-2068; bjones@gol.com
Kumamoto—Andrew Shaffer; t: 096-339-1952; andmirs@try-net.or.jp
Matsuyama—Robert Oettel; t: 089-941-4136; f: 089-931-4973; oettel@shinonome.ac.jp
Miyazaki—Sylvan Payne; t: 0985-85-5931; f: 0985-84-3396; spayne@miyazaki-mic.ac.jp
Nagasaki—Tim Allan; t/f: 095-824-6580; allan@kwassui.ac.jp; Shiina Katsunobu; t/f: 095-861-5356; nob-shiina@pop16.odn.ne.jp
Nagoya—Claire Gelder; t: 052 781 0165; f: 052-781 4334; claire_gelder@yahoo.com
Nara—Larry Chin; t: 0745-73-5377; f: 0745-73-2453; lschin@gol.com
Niigata—Robin Nagano; t/f: 0258-47-9810; robin@vos.nagaokaut.ac.jp
Okayama—Peter Burden; t/f: 086 293 3545; burden-p@osu.ac.jp
Okinawa—John Dickson; t/f: 098-893-7557; dickson@southernx.ne.jp
Omiya—Okada Chikahiko; t/f: 047-377-4695; chikarie@orange.plala.or.jp; Mary Grove; t: 048-644-5400; grove@tuj.ac.jp
Osaka—Nakamura Kimiko; t/f: 06-376-3741; kimiko@sun-inet.or.jp
Sendai—John Wiltshier; t: 0225-88-3832; BXU01356@niftyserve.or.jp
Shinshu—Mary Aruga; t: 0266-27-3894; mmaruga@aol.com
Shizuoka—Amy Hawley; t/f: 054-248-5090; shortone@gol.com
Tochigi—Jim Chambers; t/f: 028-627-1858; JiMiCham@aol.com
Tokushima—Meg Ishida; t: 088-672-4639; ys-meg@mse.biglobe.ne.jp
Tokyo—Beth Kerrison; jalt_tokyo@hotmail.com; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; kusaka@vega.aichi-u.ac.jp
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; kobayasi@rikkyo.ac.jp
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; yuki@ed.yama.sut.ac.jp
Yokohama—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, May 15th is the deadline for a July conference in Japan or an August conference overseas, especially when the conference is early in the month.

Upcoming Conferences

May 31-June 2, 2000—*Perspectives on Language and Culture*, a conference on intercultural communication organized by the Discussion Group on Multiculturalism and Multilingualism, Faculty of Arts, University of Zululand, to be held at the Mtunzini Chalets, Mtunzini, on the north coast of KwaZulu-Natal, South Africa. The conference seeks to encourage interdisciplinary debate on such themes as multilingualism and multiculturalism, sociolinguistic perspectives, mediation and negotiations, and gender and cultural identity. There will also be an extended workshop to aid staff in tertiary institutions to develop teaching and learning programs in intercultural communication. For more information, email Lee Sutherland at lsuther@pan.uzulu.ac.za or write to same at Academic Development, University of Zululand, Private Bag X1001, KwaDlangezwa, 3886 South Africa; t: 035-7933911.

June 9-12, 2000—*JALTCALL 2000: Directions and Debates at the New Millennium*, the annual national conference of the Computer-Assisted Language Learning (CALL) SIG, will be held at Tokyo University of Technology. Members and non-members are both welcome; main event is 10-11 June (Sat-Sun) with extra activities on 9th (Fri) and 12th (Mon). All levels of computer skill are catered for. Both English and Japanese sessions are planned. Hands-on sessions, practical tips, theoretical debate, networking, CALL materials on show—all at a beautiful campus and Japan's most state-of-the-art facility. See http://jaltcall.org/conferences/call2000/ for more details in both English and Japanese, or contact Ali Campbell (campbell@media.teu.ac.jp); School of Media Science, Tokyo University of Technology, 1404 Katakura, Hachioji, Tokyo 192-8580; t: 0426-37-2594; f: 0456-37-2594.

June 19-23, 2000—*Quality Language Teaching through Innovation & Reflection*, an international conference organised by the Language Centre, Hong Kong University of Science and Technology, and the Department of Foreign Languages, Tsinghua University, Beijing. By means of papers, demonstrations, workshops, colloquia, and discussion, this conference will explore innovative and reflective approaches to language teaching at tertiary level, especially those which show a clear connection between theory and practice, and will address local and international contexts in which quality teaching takes place. For further information see the website at http://lc.ust.hk/~centre/LT2000.html or contact Elza Tsang, Conference Convenor; Language Centre, The Hong Kong University of Science & Technology, Clear Water Bay, Kowloon, Hong Kong SAR; t: 852-2358-7850; f: 852-2335-0249; lclt2000@ust.hk.

June 21-22, 2000—*The 4th International Computer Assisted Assessment (CAA) Conference*, convened at Loughborough University, Loughsborough, UK for developers, users and interested investigators of computer assisted evaluation. The website at http://www.lboro.ac.uk/service/fli/flicaa/conf2000/index.html offers the complete conference schedule and more. For further information, contact Susan Clowes (s.e.c.clowes@lboro.ac.uk), Executive Officer; Flexible Learning, Loughborough University, Loughsborough, Leicestershire LE11 3TU, UK; t: 44-0-1509-222-893; f: 44-0-1509-223-927 or for registration information, Hilary Cooper at t: 44-0-1509-223736 or H.Cooper@lboro.ac.uk.

July 9-14, 2000—*7th International Pragmatics Conference (IPrA): Cognition In Language Use*, in Budapest, Hungary. This year's conference focuses on the role of perception and representation, memory and planning, and metalinguistic awareness, but various other topics of interest to pragmatics are represented, such as the colloquium "Harmony: Culture, Cognition and Communication in East Asia" or a panel session on "The Conceptualization, Construction and Situated Use of Spatial Relations in Natural Language." See http://ipra-www.uia.ac.be/ipra/ for details or contact the IPrA Secretariat at P.O. Box 33 (Antwerp 11), B-2018 Antwerp, Belgium; t/f: 32-3-230 55 74; ipra@uia.ua.ac.be.

November 2-5, 2000—*JALT 2000: Towards the New Millennium—The 26th Annual International Conference on Language Teaching and Learning & Educational Materials Expo*. Our grand four days of plenaries, papers, workshops, colloquia, forums, demonstrations, discussions and networking, and even a swap meet, will be held this year at the Granship Shizuoka Conference and Arts Centre in Shizuoka, Japan. See the conference website at http://www.jalt.org/JALT2000/ for unfolding details.

COMING SOON!

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The Proceedings of the 1999 JALT International Conference on Language Teaching/Learning on CD-ROM.

Wanted to attend the 1999 JALT International Conference on Language Teaching and Learning? Couldn't make it for some reason? Here's your chance to find out what happened—the JALT99 Proceedings on CD-ROM. Keyword searchable, and fully indexed. Features over 60 articles focused on the practical and professional needs of teachers, written by teachers. Available only on CD-ROM! Compatible with Windows or Macintosh OS; requires Adobe Acrobat Reader 3.01 or later.

Priced at only ¥3,000; advance orders are now being accepted. To order in Japan, simply fill out the postal transfer form *(yuubin furikae)* at the back of any issue of *The Language Teacher*, write your order in the "Other" line, and deposit the correct amount at your nearest post office. Purchasers outside Japan can use VISA or MASTERCARD. Orders from outside Japan require an additional ¥500 shipping and handling fee.

For more information, please contact JALT at:

JALT Central Office, Urban Edge Bldg 5f, 1-37-9 Taito, Taito-ku, Tokyo 110-1106
Tel: 03-3837-1630; Fax: 03-3837-1630; jalt@gol.com

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Calls for Papers/Posters(in order of deadlines)

May 31, 2000 (for September 11-13, 2000)—***Second International Conference in Contrastive Semantics and Pragmatics (SIC-CSP 2000)*** at Newnham College, University of Cambridge, Cambridge, UK. Papers are especially invited that contribute to research on semantic and pragmatic theory, the interface between semantics and pragmatics, as well as more empirically based presentations that report on the evidence from collected data in a contrastive linguistic perspective. Further information at http://www.newn.cam.ac.uk/SIC-CSP2000/, or contact Kasia Jaszczolt, University of Cambridge (kmj21@cam.ac.uk) or Ken Turner, University of Brighton (k.p.turner@bton.ac.uk). Send abstracts to Dr K.M. Jaszczolt; Department of Linguistics, MML, University of Cambridge, Sidgwick Avenue, Cambridge CB3 9DA, United Kingdom.

July 1, 2000 (for January 23-26, 2001)—***Seventh International Symposium on Social Communication***, to be held in Santiago de Cuba, Cuba, by the Center of Applied Linguistics of the Santiago de Cuba's branch of the Ministry of Science, Technology and the Environment. This interdisciplinary event will focus on social communication processes from the points of view of applied linguistics, computational linguistics, medicine, voice processing, mass media, and ethnology and folklore. Abstracts are invited for seminars, papers, workshops, and posters. In applied linguistics, desired areas include foreign language teaching, phonetics and phonology, sociolinguistics, psycholinguistics, textual linguists and pragmalinguistics, and translations. See http://parlevink.cs.utwente.nl/Cuba/english.html for complete listings and online registration. Send inquiries and materials to Dr. Eloina Miyares Bermudez, Secretaria Ejecutiva, Comite Organizador, VII Simposio Internacional de Comunicacion, Social Centro de Linguistica Aplicada, Apartado Postal 4067, Vista Alegre, Santiago de Cuba 4, Cuba 90400; t: 53-226-42760 or 53-226-41081; f: 53-22-6 41579; leonel@lingapli.ciges.inf.cu.

Reminders—Conferences

May 19-20, 2000—***V Conference on Applied Linguistics (Psychological Issues)***, hosted by The Graduate Program in Applied Linguistics and the Department of Languages of the University of the Americas - Puebla in Mexico. For more information, see the conference website at http://www.lang.uiuc.edu/LLL/resources/mexico.html, email Peter Ecke at eckep@mail.udlap.mx or contact the Departamento de Lenguas, Universidad de las Americas - Puebconference theme, psychologicalla, Sta. Catarina Mertir, Puebla 72820, Mexico; t: 52-2-229-3105; f: 52-2-229-3105.

May 20-21, 2000—***CUE Miniconference, Content and Foreign Language Education: Looking at the Future***, will take place at Keisen University, Tama Center, Tokyo, sponsored by the JALT College and University Educator's SIG (CUE). Details through wild-e.org/cue/conferences/content.html, or contact CUE Program Chair Eamon McCafferty (eamon@gol.com).

June 15-18, 2000—***People, Languages and Cultures in the Third Millennium, the third international FEELTA (Far Eastern Language Teachers Association) conference***, at Far Eastern State University, Vladivostok, Russia. Contact Stephen Ryan at RX1S-RYAN@asahi-net.or.jp or f: 0726-24-2793 for conference information and travel plans.

Job Information Center/ Positions

edited by bettina begole

To list a position in *The Language Teacher*, please fax or email Bettina Begole at begole@po.harenet.ne.jp or call 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Osaka-fu—SIO Japan is seeking part- and full-time English instructors to work in central and northern Osaka. **Qualifications:** Some Japanese ability and computer skills; a degree is valuable but not mandatory. **Salary & Benefits:** Stock options included. **Contact:** Robert Pretty; SIO Japan; t: 0120-528310; siojapan@poporo.ne.jp

Taiwan—The Department of Applied Foreign Languages at Yung Ta Institute of Technology is seeking a full-time faculty member to begin August 1, 2000. The Institute is located in the southern part of Taiwan, 45 km southeast of Kaohsiung. **Qualifications:** Native-speaker competency with MA or PhD. **Duties:** An instructor (with an MA) teaches 12 hours per week plus other committee work; an assistant professor (with PhD) teaches 11 hours per week plus other committee work. **Salary & Benefits:** Salary based on rank; an instructor earns about NT$52,100 per month; an assistant professor earns about NT$64,700 per month; annual bonus of one and one-half months of base salary based on months of service. There are also summer and winter breaks with pay, totaling about three and a half months. **Application Materials:** Resume, copy of transcript, copy of diploma, and two references. **Deadline:** Ongoing. **Contact:** Professor Carrie Chen, Chairperson; Department of Applied Foreign Languages, Yung

Ta Institute of Technology, 316 Chung-Shan Road, Lin-Lo, Ping-Tung, ROC; t: 886-07-392-0560; f: 886-08-722-9603; pcchen@mail.nsysu.edu.tw

Thailand—CANHELP Thailand, a volunteer aid program, is looking for volunteer teachers for its summer 2000 English program in early August. **Benefits:** A valuable professional development opportunity for those who volunteer. **Deadline:** May 15, 2000. **Contact:** Su Carbery; t/f: 042-791-6940; su@tokyo.email.ne.jp

Yamanashi-ken—Elite English School in Kofu is seeking full- and part-time English teachers to teach evening classes. **Qualifications:** Possession of, or eligibility for, instructor visa. **Duties:** Teach Monday through Friday evenings, all levels, all ages. Full-time entails 26-30 hours/week; part-time, 10 hours/week. **Salary & Benefits:** Full-time salary begins at 230,000 yen/month, with visa sponsorship available. Part-time salary is 90,000 yen/month. **Application Materials:** Resume. **Contact:** N. Hirahara; Elite English School, 1-16-4 Midorigaoka, Kofu, Yamanashi-ken 400-0008; t/f: 055-251-3133; t: 055-253-7100.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at tlt_jic@jalt.org

Here are a variety of sites with information relevant to teaching in Japan:

EFL, ESL and Other Teaching Jobs in Japan at www.jobsinjapan.com/want-ads.htm
Information for those seeking university positions (not a job list) at www.voicenet.co.jp/~davald/univquestions.html
ELT News at www.eltnews.com/jobsinjapan.shtml
JALT Online homepage at www.jalt.org
Jobs and Career Enhancement links at www.jalt.org/jalt_e/main/careers.html
Teaching English in Japan: A Guide to Getting a Job at www.wizweb.com/~susan/mainpage.html
ESL Café's Job Center at www.pacificnet.net/~sperling/jobcenter.html
Ohayo Sensei at www.wco.com/~ohayo/
NACSIS (National Center for Science Information Systems' Japanese site) career information at nacwww.nacsis.ac.jp/
The Digital Education Information Network Job Centre at www.go-ed.com/jobs/iatefl
EFL in Asia at www.geocities.com/Tokyo/Flats/7947/eflasia.htm
Jobs in Japan at www.englishresource.com
Job information at www.ESLworldwide.com

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices, in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

差別に関する
The Language Teacher
Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。（例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。）これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

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IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

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Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 18th of the month. To repeat an announcement, please contact the editor.

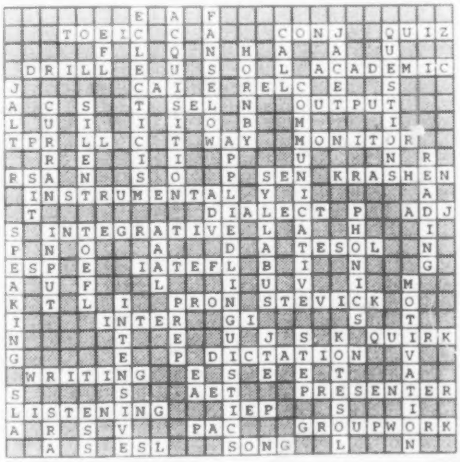
Call for Participation: *JALTCALL2000 Conference*— The annual national conference of the Computer-Assisted Language Learning (CALL) SIG, "JALTCALL2000: Directions and Debates at the New Millennium," will be held at Tokyo University of Technology from June 9 to June 12, 2000. All members and non-members are welcome. All levels of computer skill are catered for. Both English and Japanese sessions are planned. The main event is from June 10 (Sat) to June 11 (Sun) with extra activities planned for June 9 (Fri) and June 12 (Mon). Hands-on sessions, practical tips, theoretical debate, excellent networking, and CALL materials will be on show—all at a beautiful campus and Japan's most state-of-the-art facility. For more details in both English and Japanese, see website: http://jaltcall.org/conferences/call2000/.

Call for Participation: GALE Symposium and Retreat 2000—*Triads: The Construction of Gender in Language Education,* sponsored by the Gender Awareness in Language Education affiliate SIG will be held June 24-25 (Sat-Sun) in Hiroshima City. This retreat symposium aims to articulate the influence of gender for language teachers. It is an opportunity for language professionals to meet and share their insights, research and inspiration, followed by networking in a relaxing atmosphere. Workshops and presentations will look into the construction of gender in EFL classrooms, and the inclusion (and exclusion) of alternative sexual orientations in EFL curriculum. Accommodation on site is available and the retreat will end with a BBQ at Miyajima Island. For registration forms and a program guide, please contact the Program Co-chairs: Cheryl Martens, Hiroshima Kokusai Gakuin University, 517-1 Kamiseno-cho, Hiroshima 739-0302; t: 082-820-3767; f: 082-820-3795; cmartens@z.hkg.ac.jp; or Simon Cole, Foreign Language Education Institute, Kurume University, 1635 Mii-machi, Kurume-shi, Fukuoka-ken 839-0851; t: 0942-434411 ext. 664; f: 0942-434797; saimon@cec.mii.kurume-u.ac.jp

GALEシンポジウムと座談会　三人組み：言語教育におけるジェンダー、6月24日(土)・25日(日)、広島市。言語教育におけるジェンダーの意識シンポジウムと座談会を開催します。言語教育に携わる者にとってお互いの考え、研究、構想を分かち合うよい機会です。また、シンポジウム後の座談会ではよりくつろいだ雰囲気でネットワークを広げることができます。今回のシンポジウムの目的は言語教育者にとって見逃されがちな領域であるジェンダーについて意見を出し合い、考えをまとめることです。GALEの目的に沿った内容のプレゼン、ワークショップ、デモンストレーション、またはセミナーの実施者と具体案を募集します。GALEの目的：言語学習のためのジェンダーとそのimplicationsの研究。ジェンダーに関連した題材を取り扱った教授方法と教授素材の向上。生物学的性、社会学的性、性的志向等、ジェンダーと言語教育に関する問題を討論する機会の増加。GALE　ホームページはhttp://www2.gol.com/users/ath/gale/ 受領書を添えて学会申込書を下記共同実行委員長(英文参照)までご送付下さい。

The Language Teacher* Staff Recruitment—The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp.

Solution to the puzzle on page 18.



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Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、字数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Malcolm Swanson.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者名・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Malcolm Swanson.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Reports編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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Faculty of Regional Studies, Gifu University,
1-1Yanagido, Gifu 501-1193; f: 058-293-3118;
wmlee@cc.gifu-u.ac.jp

Editor — *Malcolm Swanson*
5-6-8 Maigaoka, Kokura Minami-ku,
Kitakyushu 802-0823; t/f: 093-962-8430 (h);
tlt_ed@jalt.org

Japanese-Language Editor — 衣川隆生*(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

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t: 011-613-2488 (h); t: 011-561-7156
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Bulletin Board — Brian Cullen & Saito Makiko
Brian Cullen: Shoken 2-1-15-10001, Chikusa-ku,
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SIG Reports — *Robert Long*
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tlt_psg@jalt.org
Members: *Andy Barfield, Wayne K. Johnson, Wilma Luth, Jill Robbins, Sandra Smith, Craig Sower*

和文要旨作成協力者 — 阿部恵美佳 (Japanese abstracts — *Abe Emika*)

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Design & Layout — *The Word Works*
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JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito,
Taito-ku, Tokyo 110-0016; t: 03-3837-1630;
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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 38 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual *JALT* ***Journal***; *JALT* ***Conference Proceedings*** (annual); and *JALT* ***Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

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JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥5,000）：学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher*のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください）で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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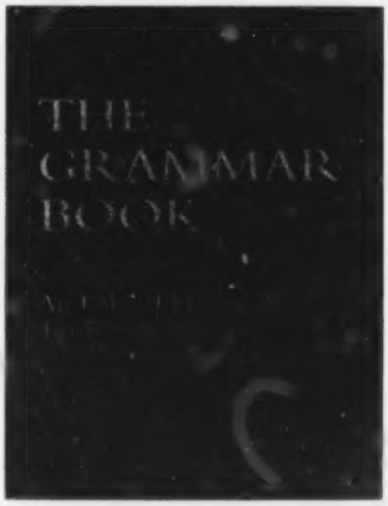
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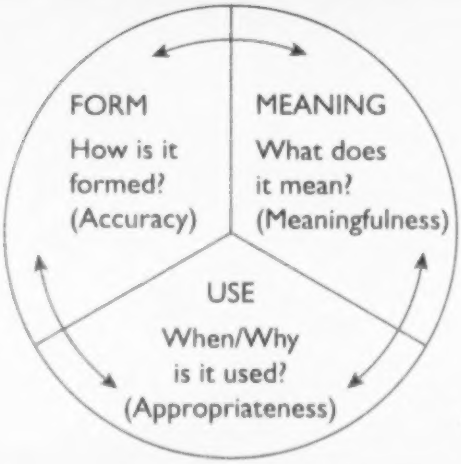
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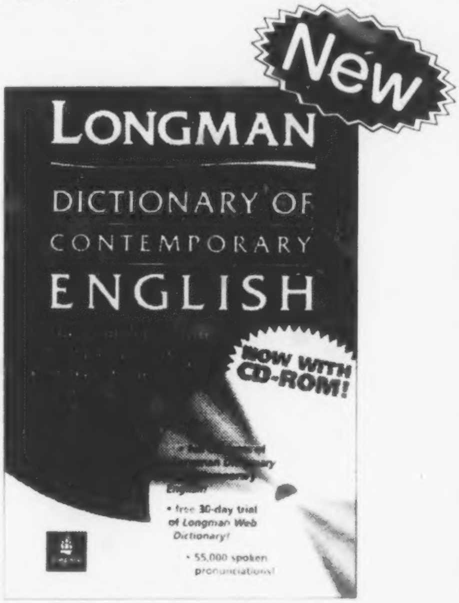
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Nishi-Shinjuku KF Bldg.101, 8-14-24 Nishi-Shinjuku, Shinjuku-ku, Tokyo 160-0023
Tel. 03-3365-9002 / Fax. 03-3365-9009 / e-mail elt@pearsoned.co.jp

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Heading up this month's *TLT*, **Keith Ford** and **Bill Gatton** offer their views on the dialogues found in student textbooks in the *Opinions & Perspectives* column. Following this, **Peter Burden** reports on student beliefs on the use of first language in second language classrooms. **Anthony Rausch**'s paper then considers language education from a learning perspective, and finally, **Karen McGee** and **Fujita Tomoko** report on a content-based English course they have created that explores the symbolic in television commercials.

Elsewhere in this issue, our *SIG Focus* column reports on the *Teaching Children SIG*, with two articles reprinted from their publication: *From Head to Toe*, by **Toyama Setsuko** and *What the Frog Discovered*, by **Bonnie Yoneda**. There's also a special report on this year's TESOL conference. **Gregory Strong** takes us on a tour of the whole event, while **Tim Murphey** reports on the *TESOL Resolution on English Entrance Exams at Schools and Universities*.

Looking ahead to next month, our July issue will focus on the JALT2000 conference in Shizuoka, with articles by all the featured speakers. It will also include the *Pre-Conference Supplement*, with all the information required for registration and booking transport and accommodation. *TLT* looks forward to meeting our readers at JALT2000 in Shizuoka in November.

Malcolm Swanson
TLT Editor; tlt_ed@jalt.org

今月のThe Language Teacherでは、the Opinion and PerspectivesコラムでKeith Fordが学生のテキストの中で見つけた会話について意見を述べ、Peter Burdenは語学教室での母語使用に関する学生の意見を報告します。Anthony Rauschは学習の観点から語学教育を再検証しています。Karen McGeeとTomoko Fujitaは、コマーシャルのsymbolを見つけるというテレビコマーシャルを使った内容重視の英語コースについて報告しています。SIG Focusコラムでは、Teaching Children SIGのニュースレターからSetsuko Toyamaの「From Head to Toe」とBonnie Yonedaの「What the Frog Discovered」という２つの論文を転載しました。

来月の７月号では、静岡で開催予定のJALT２０００年次大会特別号として、大会招聘講演者の論文、大会参加登録や宿泊情報を含む大会事前登録要項を掲載する予定です。１１月に静岡で皆さんに会えることを楽しみにしています。

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Opinions & Perspectives

Get any group of language teachers in the same room for long enough, and the conversation will eventually turn to teaching materials. Often, foremost in these discussions is the use of class texts—some teachers swear by their textbooks, others swear by anything but! In this month's *Opinions & Perspectives* column, the place of scripted dialogues in language textbooks is hotly debated. Keith Ford opens with a discussion of their appropriateness for language development. Presenting the opposite view, William Gatton argues for greater teacher input into the way these materials are used.

同じ部屋に長く一緒にいる語学教師のグループの会話は，教材をいかに使うかに行き着きがちです。ある教師は教科書を信奉し、またある教師はそれ以外のものを信じています。今月のOpinions & Perspectivesコラムでは、語学教材におけるスクリプトダイアログの場所に焦点を当てています。Keith Fordは，言語発達における適切性の議論から始め、それに対する討論を展開しています。William Gattonは教材の使われ方による教師の多大なインプットについて議論しています。

Keith Ford of Tokyo Women's Christian University opens . . .

A: When Is a Conversation Not a Conversation?
B: When It's a Scripted Dialogue.

In this article I look at the pedagogic technique of scripted dialogues and suggest that they are not appropriate for developing learners' communication and conversation skills. Yet, these dialogues continue to be a regular feature of many mainstream EFL textbooks whose primary goal is to promote "communication" in the language classroom.

Over the years *communication* has become the predominant buzzword of language teaching, and such is its powerful commercial draw that it seems many textbook publishers cannot resist its appearance in some shape or form on their glossy covers. A few examples are *Atlas: Learning-Centred Communication* (Nunan 1995); *New Interchange: English for International Communication* (Richards, Hull, and Proctor, 1997); *True Colors: An EFL Course for Real Communication* (Maurer and Schoenberg 1998). Does the use of such terms as "learning-centred communication" and "real communication" represent a genuine reflection of the content and aims of these textbooks? The following back-cover blurbs leave no doubt as to their communicative intent:

> Its learner-centred, task-based approach motivates learners and helps to create an active, communicative classroom. *(Atlas)*
>
> The underlying philosophy of the course is that language is best learned when used for meaningful communication. *(New Interchange)*
>
> *True Colors* systematically builds students' ability to communicate their own thoughts, opinions, and feelings . . . *True Colors* achieves real communication in the classroom through a unique combination of activities. *(True Colors)*

If promoting genuine communication in the language classroom is the main goal of these courses, I suggest that they should be encouraging students to use the L2 in a creative and spontaneous way as much as possible, free from the parrot-fashion practice of grammatical structures and contrived dialogues. However, scripted dialogues under the rather ironic heading of *Conversation* (to be read, listened to, and practiced) are a constant feature of these three textbooks: *Atlas 3* uses them at least once in each of its 14 units, *New Interchange 2* twice in each of its 16 units, and *True Colors 3* three times in each of its 10 units. The following is a typical example:

Pairwork: Listen, and then practice this conversation

A: What do you think life will be like in twenty years?
B: Well, I think everyone will be able to work from home.
A: Really? I don't think there will be any work.
B: And I think we'll be able to do our shopping and order food from home.
A: We won't be able to buy real food. Well all live on pills.
B: And cities will be different. We'll be able to get around on high-speed public transportation.
A: I think that cities will be too big. We won't be able to go anywhere. (*Atlas 3*, p. 28)

So, is this kind of "activity" representative of a "learner-centred, task-based approach"? Does it really involve students in "meaningful communication"? Does it allow them "to communicate their own thoughts, opinions, and feelings"? Surely, getting students to follow repetitive practice of this kind of contrived dialogue is actually a contradiction of the very principles that these texts claim to adhere to.

These dialogues are clearly not a reflection of genuine communication. Rather, the above example is a contrived attempt at enforcing the practice of a particular grammatical structure (modal *will*). The repetitive use of "I think" (five times) and of the uncontracted form of the modal (five times) produces a stilted and unnatural dialogue. Also, B's second turn appears to ignore A's topic.

From classroom experience, I would suggest that the practising of these dialogues is not an effective method of developing students' communication and conversation skills. After such practice, are students seriously expected to be able to put it spontaneously into use at their next opportunity to have a real conversation? What's more, how are teachers supposed to use this "manufactured" input to develop a genuinely communicative activity?

Further, I believe that using these contrived dialogues as pedagogic tools can give students the wrong impression about the language learning process. Many students who have to follow such a practice may be led to believe that learning a language is more about rote memorisation than about participating in genuine creative communication. Their use, and the resulting stilted and unnatural language production, may also partly explain the rather negative generalisations often heard about Japanese EFL classrooms, e.g., "Many Japanese students use English like parrots rather than like thinking human beings" (Paul, 1998, p27).

Teachers should be able to justify methodology and lesson content, with practice being based on sound pedagogic principles. Is there sound pedagogic reasoning for the consistent use of scripted dialogues in the communicative classroom? David Nunan, the author of *Atlas*, rather curiously remarks that "comprehending and manipulating scripted dialogues does not readily transfer to comprehending and using language in real communicative situations" (1988, p. 100). A conflict of principle and practice? If so, can we then presume that it is the publishers who are insistent on maintaining the regular incorporation of these dialogues (for simplicity of formatting perhaps?), and that the authors are willing to put aside their principles? If so, perhaps a more appropriate title for the next so-called "communicative" textbook might be *Money Talks*.

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William Gatton of DynEd Japan replies . . .

*(**Note**: This writer permits publication with some reluctance. Those who are directly attacked by Mr. Ford's article deserve first right of reply. The following notes are in no way intended to assume precedence over their rights)*

We can probe Mr. Ford's article to consider if it is fair, if it raises useful issues, and if it exhibits any particular bias. My view is: No, Yes, and Yes.

Does Mr. Ford give fair treatment? Quite obviously the use of dialogs is but one form of input. Mr. Ford treats his quoted dialogs outside of the context of their lessons as if they are the sole source of lesson input. He is unhappy that a grammatical focus makes it difficult to compose realistic sounding dialogs. He is unhappy that these dialogs, which seem to have considerable power to vex him, contradict the pure principles of the communicative approach. For him, dialogs encourage the dangerous habit of rote memorization. He vilifies text authors and the publishing industry for seducing teachers into the communicative approach while supposedly contradicting it with these dialogs he has lifted from context. He pulls back the curtain to reveal Filthy Lucre as the Moriarty in this nefarious scheme.

Is this fair to those authors and texts? Do they offer no other language input? Virtually all textbooks back through the 17th century demonstrate communication through dialogues and quite a few twine this to a controlled grammar point. Dialogs are invariably models and all models lack meat on their bones. They are thin precisely to show the definition of the garment or grammar in a clear light. They are an aid to memory, presumably useful when learning a language.

Is Mr. Ford fair? The reader must decide. Straw men make for an easy flambé.

Pithily written dialogs are of course desirable, but I personally doubt that "more realistic" dialogues are required. Colloquial language input at the low levels is more likely to inhibit or warp the rules of grammar and usage. We already have more than enough of the pop music, pop movies, pop net sites, etc. employed in lessons for the amusement of students who are usually paying to be taught. There is often no hint of language sequencing or control in such lessons. Needs analysis, language objectives, etc. are usually given short shrift.

Mr. Ford's useful issue points us to methodology and its perversion. If Mr. Ford is suggesting that a debased communicative approach has gone well beyond its utility in EFL in Japan, I am inclined to agree. Conversation classes and the resultant textbooks dominate much of the language learning experience in Japan.

Mr. Ford blames the perversion of the communicative approach on publishers. He seems to believe that publishers exercise the whip hand when it comes to the teaching of English. Perhaps Mr. Ford has overlooked the simple fact that the authors of EFL texts are, er, teachers. Publishers do not, in my experience, dictate what courses are offered. Mr. Ford might, of course, have usefully discussed the quality of university programs in which "conversation" is a separate class or the private language school where "conversation" may be the sole source of learner amusement, masquerading as class content.

It may be that the "conversation" class is outmoded. Would this justify more pop media lessons for media addled youth? Could it also be the case that the antiquated "conversation" class is needed simply because very little conversation occurs in English classes not labeled "conversation"? The premise that one can effectively teach "conversation" or that "conversation" requires a separate class at all needs a thorough re-examination. We are not, after all, considering Madame de Staël here.

> ***His better theme might be the need for realistic program reform and departmental restructuring to achieve measurable goals of success***

Consider this iron rule: Publishers pursue market opportunities.

If this is true, then Mr. Ford is attacking dialogs, textbook authors, and publishers as convenient straw men when his better theme might be the need for realistic program reform and departmental restructuring to achieve measurable goals of success. That would have us put communication in its proper place, define the most useful variety of inputs needed to reach articulated and measurable goals at specific levels of language ability, separate the amusement class from the English class, and identify and encourage use of appropriate materials.

Mr. Ford offers comments valid, not simply with respect to dialogs, but to most input. The two I take to be most useful are:

> . . . how are teachers supposed to use this "manufactured" input to develop a genuinely communicative activity?

and

> . . . using these contrived dialogues as pedagogic tools can give students the wrong impression about the language learning process.

In both instances, he underscores the teacher's responsibility to exploit language input to achieve meaningful class activities. All input is manufactured and any text is but a springboard. The dive into that pool is the creative act the teacher brings to the class.

If the teacher is burdened with a large class and that class is called "Conversation," well, the contradictions that are created risk a learner discouragement of the bad faith variety. This "learner training" in institutional irrelevance, program vacuity, and, worst of all, the certain knowledge that no one can ever fail, is far more pernicious than traditional dialogs in textbooks. Most students survive the experience without resort to violence. Some might even learn a bit. One wonders how Mr. Ford comes to blame publishers, who bring teachers' ideas to print, for this debasement of communication into conversation. This has little to do with dialogs. I am sorry to see this complaint as an unrequited bias. There is such a wide array of ELT materials available that one need not feel bitter of those texts not to one's taste.

To conclude, the article creates a sympathetic vibration in this reader, but one that is not particularly agreeable. It has a bit too much of the "workman blaming his tools" about it for me.

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Peter Burden
Okayama Shoka University

The Use of the Students' Mother Tongue in Monolingual English "Conversation" Classes at Japanese Universities

言語教育の分野では、学生の母語が同一の場合、教室での学生の母語使用について多様な意見がある。しかし、実際の教室で学生が何を必要だと思っているかについての研究はほとんどない。日本の文部省による最近の報告では、高等教育では、教師はすべての学生が教育活動の正当な要求権を持つことを認識し、学生のニーズに答えられるような授業を行わなければならないとしている。本論では、英語会話教師が学生の母語を使う時の彼らの意見を調査した。学生は目標言語の使用や使用法について明確な意見を持っていた。つまり、コミュニカティブな授業は目標言語で行われなければならないが、自由に意見が言える、よりリラックスした雰囲気のクラスで、目標言語の使用法については母語で質問することを希望している。

Although I have been teaching for a number of years in Japan, I recently began to feel remote from the students as individuals, as there was little natural conversational interaction either in English or the learners' Mother Tongue (MT). Students often seemed to be frantically searching for western references in class stating, for example, that their favorite music group was The Beatles or that they loved curry rice. In class, I used an "Only English" approach, and so maybe students felt that all references to their own culture were banished along with their language, which in turn affected their attitude towards me out of class. Perhaps they felt they were somehow forced into a situation where only English was acceptable.

My own teaching background has encouraged the use of "Only English," initially as a necessity when I was employed as an ESL language support teacher for immigrants in an inner London state school. "Only English," as a classroom policy was emphasised further during subsequent teacher training, when I underwent an experience similar to Mitchell's (1988, p. 28). I came across die-hard methodologists who induced a "sense of guilt" about levels of students' MT use in classrooms, attributing it to either "laziness or lack of will power and perseverance," or claiming that the teacher somehow lacked the skills to circumvent its use.

Later, teaching for a year in Greece, and subsequently in Japan, I came to believe that as learners' only regular exposure to English is in the classroom, an integral part of language learning is lost when learners' MT is used. Using monolingual textbooks developed this view further. I tacitly agreed with Littlewood (1992, p. 45) that learners will not be convinced by efforts to make them accept the foreign language as an effective means of communication if the teacher readily abandons it in the belief that needs transcend immediate classroom use.

Therefore, I wanted to address the problem of my perceived remoteness from students by getting feedback from them. Was a prescribed "Only English" approach leading to resentment amongst students that their own language was not wanted and therefore inferior? In a recent report, the Education Ministry in Japan highlighted a survey carried out by University students that criticized teacher performance across all subjects (Monbusho, 1997). Only 24% of students were "satisfied" with class content and 19% with teachers' methods of instruction, and the report concluded that revision of class content is needed, with teacher self-monitoring and evaluation being coupled with student views about course development. This prompted me to conduct some action research to formulate some speculative and tentative principles in relation to the amount of MT support required in class, based on learner feedback. The aim was to generate hypotheses about what action would lead to an improvement in classroom involvement and satisfaction for students.

The Rationale for the Questionnaire

Auerbach (1994, p. 160) argues that it is the *issue* of language use that should be negotiated, to arrive at guidelines that enhance the learning environment and make instruction more effective. She argues that the maintenance of MT use in the classroom can create tension, with some students feeling that its use actually slows language acquisition, wastes time, and leads to bad feelings, while others see it as a necessary support.

It was decided to administer a questionnaire, loosely based on Prodromou (1994), which would utilize a simple "yes" and "no" closed format. A Likert five-point scale was considered, but not adopted since Reid's (1990) research into learning styles noted that while most students use the entire range in a consistent manner, Japanese students tend to respond towards the mean. Also, Ozeki (1995) objected to the wordings often used in such scales, as they seem "extreme" to Japanese.

The Students

The questionnaire was administered in the second semester, to a range of students across all four years and perceived ability levels, at four universities, (three private and one national), within a city of a population of 600,000 in Western Japan. There were 290 completed questionnaires from subjects across a range of majors (see Table 1). First year students are enrolled in classes called "pre-intermediate" classes, students who have studied for two years are "intermediate," and those who have studied for three or four years are "advanced." Some of the subjects are "postgraduate" students and were classified as such, because they came from a range of educational backgrounds and ages so their English level could not easily be generalized.

Four native English speaker teachers and I administered the questionnaire. After the teachers were instructed on the nature and purpose of the questionnaire, they distributed and explained copies using their own typical mode of student address and delivery. They were asked not to express their own opinions (to avoid any "halo" effect or student expectancy), nor to state the purpose of the research.

Across all ability levels, it was felt that the teacher should know the learners' mother tongue. There was a range from 95% for postgraduate to 72% for advanced students. The responses to the second question indicate that the ability level differences create marked changes of opinion and seem to support the truism that the better the student, the less support is needed from the mother tongue. Again the postgraduates required the most support, that is 84% of them, dropping dramatically to 41% for the advanced students. However, 59% of these students felt that the teacher should not use the mother tongue in class. There was also a significant drop from pre-intermediate 83%, to intermediate [illegible]2.5%. This may indicate that the more advanced students had less need to resort to or fall back on to MT because of a greater persistence in studying English. This leads to a more active approach in that advanced students seek out opportunities to utilize L2 knowledge. They may recognize that practice in the target language is a necessary condition of language learning, corroborating studies of "good" language learners (Skehan, 1989; Cook, 1991). The students want to express themselves and have greater resources to express themselves. Intuitively, they may know what helps or hinders language learning along the lines of the adage that "nothing succeeds like success."

The overall results of question 2 are mirrored in question 3, with 73% of all students believing that they should use the mother tongue in class, this number only dropping slightly to 69% for advanced students. This may support Ogane's (1997) claim that, while many students want to be in the class, they

Table 1. Classifying the Students According to Their Majors
$n = 290$

	Pre-intermediate	Intermediate	Advanced	Postgraduate
English	62	19		
Education	30	10	39	
Engineering				37
Comparative Culture	18	20		
Communication	6	11		
Law	30			
Japanese Literature	2	2		
History	2			
Art		1		
Information Science		1		
Total	150	64	39	37

Table 2. Should the Teacher or the Student Use the Mother Tongue in Class?

(All student responses were changed to a percentage. As whole numbers were used, the sum may equal more than 100.)

	All students $n = 290$		Pre-Intermediate $n = 150$		Intermediate $n = 64$		Advanced $n = 39$		Postgraduate $n = 37$	
	yes	no	yes	no	yes	no	yes	no	yes	no
1.Should the teacher know the students' MT?	87	13	89	11	88	13	72	28	95	5
	sometimes	never	sometimes	never	sometimes	never	sometimes	never	sometimes	never
2.Should the teacher use the students' MT in class?	73	27	83	17	63	38	41	59	84	16
	sometimes	never	sometimes	never	sometimes	never	sometimes	never	sometimes	never
3.Should the students use their MT in class?	73	27	75	25	72	28	69	31	73	27

recognize the social aspect and importance of communication and so frequently code-switch.

When should the teacher use Learners' MT in class?

Looking back at question 2 in Table 2, in all 211 out of 290 subjects, or 73%, said that the teacher should use the mother tongue in class, dropping to 41% for advanced learners. As Cook (1991, p.81) has observed, "good," or successful, learners see language as being a combination of grammatical and pragmatic knowledge. They pay constant attention to expanding and improving language knowledge without relating everything back to their MT. In contrast, O'Malley and Chamot (1985, p.38) note that the most frequently used strategies among beginner and intermediate students entail less active manipulation of the learning task, and greater dependence on the teacher.

However, according to my study, it was felt that the teacher should not use MT when explaining grammar, giving instructions, explaining class rules or the reasons why the students are doing a task, testing, or checking for understanding. Overall, the results in Table 3 show that opinion is split on whether the teacher should use MT when explaining new words, with only the intermediate students showing a majority in support. Most of the pre-intermediate and the advanced learners doubted the value of such an approach, which may show that many learners prefer to negotiate or use synonyms.

Explanations provide listening practice, yet the postgraduate students may be more concerned with understanding the contexts in which the target language is used to communicate. The MT can be used to demonstrate the differences in the range of contexts and meanings that similar words have in the L1 and L2. They do not relate new vocabulary to the L1, instead developing their knowledge of the L2 in its own right.

Question 5, on grammar explanations, revealed that, with the surprising exception of the advanced students, grammar explanations in MT are seen as undesirable. Such grammar explanations may have echoes of unpleasant associations with high school, where English lessons comprised, essentially, grammar, vocabulary, and translation (see LoCastro, 1997). Students do not want talk about language usage, but practice in its use. However a majority of advanced students (56%) advocated MT use in grammar explanations. This may be because the comprehensive grammar explanations covered in high school reach to the intermediate level. and so students now require more in-depth explanations of the concepts that should go hand in with a communicative approach. This means that the teacher should strike a balance between use and usage.

As for pre-intermediate and intermediate students, their receptive understanding of grammar is higher than their productive skills. As Nozaki (1993, p. 28) notes, university freshman-level listening and speaking comprehension is low as "they have been trained to read and analyze sentences grammatically, but have had no practice in developing speaking or listening skills."

Answers to questions 6 and 7 show students reject the idea of the teacher using the MT when giving instructions (70%) or talking about British culture (75%). These are real communicative situations, with a need for mutual understanding, and

Table 3. When Should the Teacher Use Learners' MT in Class?

	All students *n* = 211		Pre-Intermediate *n* = 124		Intermediate *n* = 40		Advanced *n* = 16		Postgraduate *n* = 31	
	yes	no	yes	no	yes	no	yes	no	yes	no
4. Explaining new words	50	50	48	52	55	45	44	56	58	42
5. Explaining grammar	37	63	42	58	28	73	56	44	19	81
6. Giving instructions	30	70	34	66	18	83	19	81	35	65
7. Talking about British culture	25	75	27	73	28	73	25	75	13	87
8. Talking about tests	50	50	59	41	45	55	25	75	32	68
9. Explaining class rules	25	75	29	71	15	85	19	81	23	77
10. Explaining why the students are doing something	24	76	27	73	30	70	13	87	10	90
11. Explaining differences between MT & English grammar	53	47	56	44	58	43	38	63	39	61
12. Testing the students	18	82	19	81	23	78	19	81	6	94
13. Checking for understanding	43	57	43	57	53	48	38	63	32	68
14. Relaxing the students	61	39	59	41	60	40	56	43	71	29
15. Creating human contact	38	62	41	59	23	78	44	56	42	58

"culture" includes the language of English as a cultural artifact. Students thus do not want to be lectured in MT and recognize the importance of communication here. In question 8, only the pre-intermediate "freshmen" wanted the teacher to talk about tests in MT; that result shows their unease in their introduction to tests devised by native speakers, as well as their lack of experience of communicative testing.

In questions 9 (75%) and 10 (76%), many students did not want the teacher to use MT when explaining class rules or the reasons for performing a certain task. The students may feel that, not only do they not want explanations in MT about why they are doing a task, but that such explanations are not required in either language.

In answers to question 11, pre-intermediate and intermediate answers (both 57%) show a slight majority in favor of the teacher using the mother tongue in explaining the differences between English grammar and the mother tongue. Unlike the advanced and postgraduate students, they have not developed their knowledge of English in its own right, seeing it as a "separate system" (see Cook, 1991, p. 80), instead relating information to their first language. Skehan (1989, p. 73) shows that good learners judiciously make cross-lingual comparisons and do not need the teacher to do so for them explicitly.

All of the classes suggested that the teacher should use MT to relax the students. Perhaps this result is linked to question 1, and may support the hypothesis that, when deemed necessary, students turn to the language they are most comfortable with, thus serving their basic psychological needs. For the students, "relaxing" may mean no more than the teacher's use of the occasional phrase to encourage them, or the odd "joke" or "interesting story" to facilitate a supportive and open environment, without dismissing the MT. Interestingly, all levels rejected the use of the MT to create human contact, showing that, along with questions 6 and

7 real communication with a native speaker, to the students means talking in the target language.

In the light of these findings, I translated the feedback from students into implications that might be of benefit to the ongoing process of teaching English in Japan.

Implication 1: The Need for Strategy Training

Less successful learners often assume that little prior knowledge can be applied to a learning task (Rubin, 1990), and often lack adequate tools to cope, becoming restless or bored, and feeling inadequate when conversation breaks down. One of the problems with teaching activities that rely on spontaneous language use is that their lack of vocabulary forces students to use compensatory strategies which may be insufficiently used without specific, informed training. Pre-intermediate students may have experienced a traditional teacher-led approach that leads to an overly passive, detached attitude to learning. They cannot organize linguistic input into a coherent system. Good learners or advanced students are more willing to take risks and use circumlocution, paraphrase, cognates, or gestures to convey meaning.

Implication 2: Letting the Students into the Picture—Negotiating the Syllabus

Cummins and Swain (1986) rightly note that acceptance of the home language is essential in creating an environment conducive to learning, where feelings of self-worth and confidence are fostered. Even if the teacher does not speak the language in class, it is helpful if he or she understands what the learners are saying and responds appropriately and supportively, building on the students' current linguistic repertoire and interests. Since learning takes place through voluntary interaction, there is a need to impress upon students the importance of practice for success. The teacher could prepare a handout for the first class in the native language for the students to read because they will be more willing to participate if they understand how classes operate. As Harbord (1992, p. 352) writes, "if students are unfamiliar with a new approach, the teacher who cannot or will not give an explanation in the L1 may cause considerable student demotivation." Similarly, the use of a "graffiti board," such as a white board in the classroom, will allow students to express opinions anonymously in their preferred language without the teacher being present. Later the teacher can take these into account.

Implication 3: The Importance of Cultural Knowledge

A majority of students wanted the teacher to possess knowledge of MT (question 1) and to use that knowledge in the classroom (question 2). Arguably, a methodology which allows students to use language actively as a product of their needs is best, as, often students are able to read and comprehend advanced texts, yet stumble over what are seen as simple, everyday expressions, because of lack of equivalence in their culture, or vice versa. The teacher can anticipate by providing a pair of students a bilingual dialogue each, one in MT and one in English, and asking the students to translate line for line. The students can then compare and the students realize that there is more than one way of saying the same thing. The teacher can also provide useful idiomatic equivalents.

Similarly, cultures differ to a great degree in the uses of back channeling, pauses, and other nonverbal behavior. Therefore contrastive analysis would allow potential problems to be predicted and addressed through the design of bilingual materials in which functional messages are accessed through rough idiomatic equivalents. Through doing so, the students become aware of the unlikelihood of perfect correspondence between languages, weaning them away from beliefs that literal translation is necessary for complete textual understanding.

Implication 4: Separate Speaking Time

Responses to questions 6 to 10, 12, 13, and 15 illustrate worries about teacher overuse of learners' MT. There is a need to create a natural learning environment where language is used for communication with the learner spontaneously utilizing learning potential in order to communicate successfully. The teacher is crucial for confirmation of learners' hypotheses and the acceptability and correctness of language choices in the classroom. A separate speaking time would allow for attention to explicit grammar that is totally separate from English use during the rest of the lesson so that a sustained listening environment is created. As Kaviloda (1994) notes, separation is necessary so as not to create an environment in which TL use is relegated to exercise practice while MT is used for sustained, real communicative talk. However, in order to create grammatical or sociolinguistic skills, some students need explicit reference to accelerate understanding. Therefore as an alternative to a strict English Only policy, a period of five or ten minutes in the middle of the lesson should be introduced where problems that

> ***I wanted to address the problem of my perceived remoteness from students by getting feedback from the students.***

have arisen can be discussed. Cummins and Swain (1986, p. 106) have shown that the teacher jumping between languages creates inattention; moreover, a separation approach creates far greater effectiveness in that the teacher and the learner have to work harder: "students are trying to make sense of what the teacher's message is; and the teachers are trying to present a meaning that makes sense."

> ***A more humanistic approach is needed that values the students, their culture, and their language.***

Conclusion

I have attempted to illustrate how the students in typical university classes in Japan see the use of the mother tongue and there seems to be a clear distinction often across all the ability levels between *use* and *usage*. Students want the teacher to use the target language exclusively when it is being used in communication, but expect the teacher to have a knowledge of, and an ability to use MT when it is appropriate to explain the usage of English. The principal aim of this paper is to invite practicing teachers to address their own styles and methods of teaching while seeking students' opinions in their own situation. Instead of creating a "little corner of an English speaking country" (Wingate, 1993, p.22), where communication is exclusively in the TL, a more humanistic approach is needed that values the students, their culture and their language.

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Peter Burden is an associate professor at Okayama Shoka University and is interested in the perceptions students hold about English "conversation" classes from a client-centered point of view. He has an MA in TESOL, and has taught in Greece, as well as history at the high school level in his native Britain.

burden-p@po.osu.ac.jp

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Anthony Rausch
Hirosaki University

Improvement in English Education from a Learning Perspective:

The Teacher's View versus The Student's View

教育に関する研究は、教授側だけから見たものから、学習側からの視点をも含んだものへと過去２、３０年で次第に変化してきた。この新しい方向づけは外国語教育の実践に新たな洞察を生み出している。文法中心で、教師主導の教授方法から学習者のニーズに基づいた学習者中心の教育へと変化している。本論では、教師と学習者両方から見た学習という観点から語学教育の様々な要素を検証していく。

The past few decades have seen a gradual shift in the focus of education related research, from that based solely on a teaching perspective to that which incorporates a learning perspective as well. The former prioritizes content, curriculum, and teacher role in the instruction process, while the latter considers the importance of the learner and their role in the learning process. This new orientation has generated new insights into the practice of foreign language education, bringing about a shift in teaching from that which is totally grammar-based and teacher-centered to that which is increasingly needs-based and learner-centered. As Weaver and Cohen (1998) point out, inherent in this shift is a change in the responsibilities of both teachers and students. No longer does the teacher control every aspect of the education process, rather the learners share the responsibility for successful language learning. As Usuki (1999) pointed out, students themselves "think that the students' role should be that of an active learner and the teachers' role that of facilitator or advisor" (p. 7).

The purpose of this study is to consider various elements of language education from a learning perspective, including both the teacher's viewpoint and the learner's viewpoint. The research considers teaching practices, educational philosophy, and teacher and student roles, as well as ideas regarding how to improve learning. While not directly comparing the responses of these two groups, the results do highlight the similarities and discrepancies between them, identifying the areas on which we should focus in our attempts to improve English education in Japan from a learning-centered perspective.

Two Surveys

The findings reported herein are based on two written surveys of similar organization and content, one of Aomori prefectural high school teachers (N = 116; 72% return rate by high school) and the other of first and second year Hirosaki University students enrolled in English language classes (N = 68). The surveys were provided in Japanese, co-written by a Japanese high school English teacher and myself, and subjected to pre-testing by six graduate students at Hirosaki University, of which four are high school English teachers.

In reporting on surveys which cross the gap existing between high school and university education, these results represent the potentially very different perspectives characterizing education in Japan. In that sense, the results are not comparative, but rather contrastive. The high school English teacher survey can be considered representative of the traditional educator's perspective, in Japan that characterized by Gorsuch (1998) as dominated by a *yakudoku* methodology, which she characterizes as classroom instruction based on intensive reading of linguistically difficult textbooks with unfamiliar conteny, and translation of English into Japanese, having Japanese as the language of instruction in teacher-centered classes with no expectations and few opportunities for students to produce English, and conformity in translations and responses and frequent test-based assessment of students. On the other hand, the university student survey can be considered representative of the learner's perspective, hopefully addressing some of the stereotypes Susser (1998) pointed out researchers have come to take for granted. University students were chosen to represent the student response on the basis that their answers can be considered as reflecting the breadth of the educational experience in Japan. Although representative of different educational levels and institutions, the findings from such contrastive surveys can provide insight into the relative learning-centeredness of each group and identify their respective ideas concerning improving English language education in Japan.

The surveys consisted of statements concerning course management (curriculum design factors, class materials, and student evaluation), educational philosophy (teaching-centeredness versus learning-centeredness and the respective roles of the teacher and learner), and English language learning improvement (various means for improving learners' overall learning skills and foreign language learning skills). In order to identify the subtle balance between specific survey items and still yield rankings of items, responses are based on a five-point Likert scale with five indicating the positive response (important, frequent, agree), three indicating a neutral response, and one indicating the negative response (not important, not frequent, disagree). The figures reported indicate mean responses.

Survey Findings

The age representation of high school teachers was relatively uniform across age groupings, with 24 percent of the respondents in their 20s, 26 percent in their 30s, 30 percent in their 40s, and 17 percent in their 50s. Eighty percent of the high school teachers reported holding a Bachelor's degree, with 17 percent holding a Master's degree. Ten percent reported membership in some sort of academic association, with 88 percent indicating non-member-

Table 1. Educational Philosophy: Teacher versus Learner-Centeredness

	Survey Statement	Mean Te	Mean St
1a	Testing is the best measure of students' learning progress.	4.06*	3.26
1b	Observation is the best measure of students' learning progress.	3.56	3.60*
2a	It is important to follow the set curriculum and the approved textbook.	3.05	2.66
2b	It is important to be flexible and respond to students' needs.	4.05*	4.35*
3a	Teacher-based instruction is important for effective learning.	3.31	3.22
3b	Student-centered independent study is important for effective learning.	3.98*	3.96*
4a	Instruction & explanation by the teacher is required for successful learning.	3.91	4.19
4b	Self-discovery by learners is required for successful learning.	4.08**	4.12**
5a	Even with good materials, students do not know how to learn on their own.	3.82	3.15
5b	Given proper materials, students can learn on their own.	3.68**	3.22**
6a	The knowledge of the teacher determines students' success.	3.38	2.79
6b	The effort learners put in determines their own success.	4.25*	4.28*
7a	The teacher is the final authority on the best way to learn English.	3.05	3.18
7b	The are many individual ways to succeed in learning English.	4.04*	3.951*
8a	Class-time should be used for teacher-led instruction and explanation.	2.75	2.68
8b	Class-time should be used for learner interaction and practice.	4.19*	4.130*
9a	The most important thing to teach is the fundamentals of the language.	3.93*	3.69
9b	The most important thing to teach is how to study and learn the language.	3.37	3.51**

Note: Te = Teacher Survey (N=116); St = University Student Survey (N= 68);
* = significant difference (t-test) between responses in favor of response indicated at p<0.001;
** = no significant difference (t-test) between responses;
all responses based on 5-pt Likert scale (5 = positive response, 3 = neutral, 1 = negative)

ship (figures do not equal 100 percent due to "no-answer" responses).

Student survey respondents were comprised of first and second-year university students, with first-year students accounting for 54 percent and second-year students 46 percent. The majority of respondents were from the Faculty of Education (72%), with 18 percent from the Faculty of Humanities, seven percent from the Faculty of Science and Technology, and the remainder from the Faculties of Agriculture and Medicine.

> *No longer does the teacher control every aspect of the education process.*

1. Course Management/ Learning Management

The most important items cited by the high school teachers in their curriculum design were "school-based curriculum" (3.81), "self-designed curriculum" (3.79), and "assessment of student needs" (3.68). The top elements cited by the university students in managing their learning were "professorial guidance" (4.57), followed by "self-designed study planning" (4.03) and "department-based curriculum" (4.03).

The most important items cited by the high school teachers in conducting classes were "the Ministry of Education-approved textbook" (3.73), "realia" (3.62), "educational materials" (3.56), and "supplementary texts or materials" (3.44). The items of most importance for the university students in their classes were "realia" (4.19), "educational materials" (4.06), and "professor-supplied textbook" (4.07), followed by "self-supplied texts or materials" (3.50).

The most important means of evaluating students cited by teachers were 'one final examination' (4.62), followed by "class participation by students" (4.24) and "multiple quizzes" (4.05), ahead of "teacher-developed homework" (3.91), "textbook-based homework" (3.62), "communicative language use" (3.56) and "subjective evaluation of progress" (2.91). The most important aspects of being graded from the university student perspective were "class participation" (4.57), followed by "evaluation of communicative language use" (4.31), "multiple quizzes" (3.94), "evaluation of student-produced study materials" (3.87), "one final examination on textbook material" (3.90), "evaluation of textbook-based homework" (3.68) and "subjective appraisal of progress' (2.91).

In terms of management of teaching and learning, the results show that the teachers, for the most part, conduct classes using a traditional, teaching-centered approach based on a uniform curriculum, text, and evaluation formula, initially confirming Gorsuch's (1998) portrayal of Japanese high school English education as based on a *yakudoku* methodology. However, there also appears to be a latent learning-centered mentality, as seen in the responses alluding to use of a self-designed curriculum and assessment of student need, use of realia and educational materials, and evaluation based on participation. Learners, on the other hand, appear to expect teacher guidance in directing their learning on the one hand, but conversely look to the use of realia as learning material (ahead of texts, either teacher provided or self-supplied) and class participation and language use as the preferred means of evaluation on the other. It is interesting to note that while neither teacher nor student advocate purely subjective evaluation of progress, both saw class participation as important and the student respondents further saw evaluation of communicative language use as important in student evaluation, both of which have subjective qualities to them.

2. Educational Philosophy and Teacher-Student Roles

Using an attitude scale format based on 12 contrasting statements, the teacher survey identified (see Table 1 for full survey responses and mean responses):

(1) two indicators which pointed toward a teaching-centered philosophy (statements 1a/b: "testing" over "observation" as "the best measure of learning progress" and statements 9a/b: "fundamentals of language" over "how to study and learning" as "the most important thing to teach");

(2) two indicators which pointed toward ambivalence regarding educational centeredness, where no significant difference was found between responses to contrasting statements (statements 4a/b: "teacher instruction and explanation" and "self-discovery" as "required for successful learning," and statements 5a/b: "even with the proper materials, students do not know how to learn" and "given the proper materials, students know how to learn");

(3) five indicators which pointed toward a learning-centered philosophy (statements 6a/b: "student effort" over "teacher effort" in "determining student success," statements 8a/b: "learner interaction" over "teacher instruction" as "preferable class activities," statements 2a/b: "flexibility and response to student needs are important' over "following the set curriculum is important," statements 7a/b: "there are many ways to learn" over "there is one way to learn," and statements 3a/b: "independent study" over "teacher instruction" as "important for effective learning"); and

(4) a 'teaching-centered educational philosophy' attitudinal mean score of 32.85 (s.d. 4.87) (out of maximum score of 50) countered by a 'learning-

centered educational philosophy' attitudinal mean score of 39.13 (s.d. 4.52) on the part of the teachers.

Using the same attitude scale approach, the student survey identified:

(1) six indicators which pointed toward a learning-centered philosophy (statements 2a/b: "flexibility and response to student needs are important" over "following the set curriculum is important," statements 6a/b: "student effort" over "teacher effort" in "determining student success," statements 8a/b: "learner interaction" over "teacher instruction" as "preferable class activities," statements 3a/b: "independent study" over "teacher instruction" as "important for effective learning," statements 7a/b: "there are many ways to learn" over "there is one way to learn," and statements 1a/b: "observation" over "testing" as "the best measure of learning progress");

(2) three indicators showing ambivalence regarding educational centeredness, where, as above, no significant difference was found between responses to opposing statements (statements 4a/b: "teacher instruction and explanation" and "self-discovery" as "required for successful learning," statements 9a/b: "fundamentals of language" and "how to study and learn" as "the most important thing to teach," and statements 5a/b: "even with the proper materials, students do not know how to learn" and "given the proper materials, students know how to learn"); and

(3) a "teaching-centered educational philosophy" attitudinal mean score of 30.81 (s.d. 4.57) (out of maximum score of 50) countered by a "learning-centered educational philosophy" attitudinal mean score of 38.69 (s.d. 4.38) on the part of the students.

Table 2. Teacher and Student Roles

Statement	Mean Te	Mean St
The teacher's most important task is to . . .		
explain the content of the course and textbook.	3.16	3.30
assign homework and develop tests.	2.58	2.17
correct student's mistakes.	2.49	3.27
identify and address student's difficulties.	4.22	4.42
develop appropriate learning strategies & materials.	4.11	3.95
organize and coordinate student learning activities.	4.04	3.52
The student's most important task is to . . .		
listen and take notes in class.	3.51	3.32
complete the homework and pass the tests.	3.13	3.05
correct mistakes and seek perfection.	2.94	3.48
seek feedback and help from the teacher.	3.53	3.76
develop effective learning behaviors.	4.34	4.39
learn to study on his or her own.	4.59	4.44

Note: Te = Teacher Survey (N = 116); St = University Student Survey (N = 68); all responses based on 5-pt Likert scale (5 = positive response, 3 = neutral, 1 = negative)

The teacher survey revealed that the principal teacher roles in the minds of teachers were "identifying and addressing student difficulties" (4.22), "developing appropriate learning strategies and materials" (4.11), and "organizing and coordinating student learning activities" (4.04), with the principal learner roles as "learning to study on his or her own" (4.59) and "developing effective learning behaviors" (4.34), as shown in Table 2. The student survey identified the principal teacher roles in the minds of the students as "identifying and addressing student difficulties" (4.42), "developing appropriate learning strategies and materials" (3.95), and "organizing and coordinating student learning activities" (3.52), with the principal learner roles as being "developing effective learning behaviors" (4.44) and "learning to study on his or her own" (4.39).

Summarizing these results, not only do both teachers and learners profess a learning-centered orientation and see the teacher's role as identifying and addressing student difficulty, developing learning materials, and coordinating student activities, with the learner's role being learning to study autonomously and developing effective learning behaviors, they do so to a strikingly similar degree. The only significant areas of differences between the two groups concern "testing" versus "observation" as "the best means of evaluation" and teacher focus on teaching the "fundamentals of the language" rather than "how to study and learn the language." In addition, it is significant to note that students were ambivalent in responses concerning both "instruction and explanation" versus "self-discovery" as "required for successful learning" and their "ability to learn on their own," calling into question students' confidence in activating their attitudes.

3. English Language Learning Improvement

Responses regarding the most important means by which both learning skills in general and English language learning can be improved were virtually identical. The surveys showed that the most important means by which learning skills can be improved were seen in "improving student attitudes toward learning" (teachers: 4.31, students: 4.41), "improving the understanding of the fundamental processes of learning" (teachers: 4.31, students: 4.32), and "improving the planning and management of the learning process" (teachers: 4.25, students: 3.98), as shown in Table 3.

The elements cited as important in improving English language learning were similar as well, seen as improving "student attitudes toward learning" (teachers: 4.58, students: 4.70) and "class curriculum and management" (teachers: 4.48, students: 4.47), followed by improving "the design and quality of textbooks" (teachers: 3.88, students: 3.70) and "teacher training" (teachers: 3.90 students: 3.70).

From these results, it is apparent that both teachers and students focus on student "attitudes" over both teacher and student "know-how." In responses to both how to improve learning in general as well as English language learning, "attitude improvement" was the most cited response, followed by improvements in either teacher know-how ("class curriculum and management") or student know-how ("processes of learning and learning management").

Implications

There are several broad implications that can be taken from the surveys with regard to improving learning from a learning perspective. First, it is clear that achieving a learning-centered approach to English education is possible. From the results of the two surveys, it is clear that both teachers and students in Japan do possess a learning-centered consciousness. That consciousness can be seen in the overall learning-centeredness attitude scores as compared to the teaching-centered scores, as well as in responses supporting the notions that the effort on behalf of students determine their own success, that class time should be for learning-directed interaction and practice on the part of the student, that there are many both individual and independent ways of learning, and that flexibility and response to student needs on the part of the teacher are important in learning. The roles ascribed both teachers and students in both surveys reflect this learning-centered orientation, with teachers seen as learning facilitators rather than simply content providers, homework providers, and test givers, and students seen as active and independent learners, instead of note-takers, homework doers, and assistance seekers.

However, it is also clear that dependence on the traditional model of teacher-centered education, that based on a teaching perspective (and that outlined by Gorsuch, 1998), persists for both teachers and students. Teachers (understandably) admitted a philosophical preference for teaching the fundamentals of the language and a practical belief that testing was the best measure of progress. Neither teachers nor, more importantly, students indicated believing that learner self-discovery was preferable to teacher instruction and explanation, or that learners were capable of learning on their own. These results point to an orientation based on what can be characterized as *hierarchical educational dependence*, with the teachers looking toward the school-based curriculum, the Ministry of Education textbook, and purely-objective testing regimens to organize their teaching, and the students looking toward the teacher to organize their learning.

Finally, it was clear that attitude was seen as more important than either teaching or learning. Indeed, the attitude of the learner towards the target language, its speakers, and the learning context undoubtedly plays an important part in learner success. However, as pointed out by Mitchell and Myles (1998), *attitude maintenance* is the more pressing problem, one they see addressed by motivation. To improve learning, the question of becomes how to increase and maintain motivation, how to inculcate students with the motivation to "want to achieve a particular goal and devote considerable effort to achieving that goal" (Gardner and MacIntyre, 1992, p. 2). As Cohen (1998) pointed out in his book on strategy use in language learning, motivation to use strategies can be generated by pointing out to students that strategy use can make learning easier, and then maintained by giving the learners increasing levels of control over strategy use. Using this reasoning, rather than viewing improved attitude as a necessary precursor to learning, attitude should be thought of as a variable that improves along with the motivation generated by the promise of improved learning in a learning-centered educational environment.

Table 3. English Language Learning Improvement

Statement	Mean Te	Mean St
Improving general learning skills:		
Improve attitudes toward learning	4.31	4.41
Understanding fundamental processes of learning	4.31	4.32
Planning and management of learning	4.25	3.98
Improving memorization of content to be learned	3.97	3.85
Improving English language learning:		
Improving student attitudes toward learning	4.58	4.70
Class curriculum and management	4.48	4.47
Improving teacher training	3.90	3.70
Design and quality of textbooks	3.88	3.70

Note: Note: Te = Teacher Survey (N = 116); St = University Student Survey (N = 68); all responses based on 5-pt Likert scale (5 = positive response, 3 = neutral, 1 = negative)

Usuki (1999) stated that she believed that "the most important thing to consider [in language teaching methods] is the responsibility of a teacher as a teacher and a learner as a learner; self-direction of their own roles as teachers and learners" (p. 33). The results of the present survey point to the responsibility teachers and learners can take in fulfilling their respective roles in a learning-oriented educational setting. First, both teachers and students should work to complete the philosophical shift toward a learning-centered consciousness. For both groups, this means recognizing the importance of student self-discovery as an element of their learning success and working to increase student confidence in their own capability to learn. Increasing the number of opportunities for independent or student-directed study, together with affective reinforcements by teachers as students engage in such study, may generate this confidence. Further, teachers should recognize the value of homework and student-produced material as a means of course evaluation. Second, both should seek a balance between objectivity and subjectivity, in terms of both the organization and the evaluation of the learning. In terms of actual practice, teachers should increasingly employ their own, relatively subjective curriculum and develop their own materials on the basis of what they believe to be necessary in their own classrooms. Learners, on the other hand, must accept the reality of subjective elements inherent in learning-centered language learning and work to develop their own, individual approach to language learning. Third, both teachers and learners should consider that a positive attitude on the part of learners toward learning does not necessarily preface learning, nor ensure success in learning. Rather, a positive attitude can be generated by both an understanding of the fundamentals of learning and some degree of learner control of the learning process; both important elements of a learning-centered approach.

> ***This means recognizing the importance of student self-discovery as an element of their learning success.***

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Anthony Rausch has been teaching in Japan for ten years, and is presently in the Faculty of Education of Hirosaki University. He is interested in improving English learning in Japan by virtue of learning strategies.

asrausch@cc.hirosaki-u.ac.jp

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Advertising Info	<tlt_ad@jalt.org>

Karen McGee
Nihon University College of Art
Fujita Tomoko
Rikkyo University

Playing the Semiotic Game:

Analyzing and creating TV commercials in an EFL class

テレビコマーシャルは短く、面白く、文化的要素に富んでいるので、たくさんのEFLクラスで使用されている。しかし、市販のテキストの取り組み方や従来のテレビコマーシャルの使用方法から判断すると、ほとんどの授業では、リスニングとリーディングのために使われている。著者は、コマーシャルのsymbolを見つける内容重視の英語コースを作った。このコースでの分析的で創造的な活動を通して、日本人大学生はsemiotic gameをし始めた。

Because television commercials are short, entertaining, culturally rich examples of English, they are frequently used in EFL courses. However, judging from the literature on the subject, as well as the approaches in available textbooks, most English courses using television commercials focus primarily, if not exclusively, on listening and reading comprehension. In *Language Learning in the Age of Satellite Television*, Ulrike H. Meinhof demonstrates a different approach to TV commercials and makes this suggestion to teachers:

> . . . foreground issues of representation, intertextual references, symbolic meanings, and connotations right from the start and make them part of the language learning activities. It is not the language of the advert itself which provides the content for learning, but the whole range of things one can do with adverts. More than is the case with any of the other genres, learning from adverts is learning to play the semiotic game.

Following Meinhof's lead, the authors have created a content-based English course on television commercials that explores the symbolic in commercials. In this course, Japanese college students, through analytical and creative processes, begin to "play the semiotic game."

The activities in this course are designed to meet four objectives:

1. Vocabulary: Learn and use key terms for describing and analyzing television commercials
2. Analysis: Describe and analyze TV commercials viewed in class
3. Group Projects: Plan, create, and present original TV commercials
4. Writing: Analyze and critique TV commercials in writing

The course cycles through analysis, creative group projects, and writing activities three times during the year, focusing on different types of commercials with each cycle. For example, this year the course began with car commercials, moved on to food and beverage commercials, and finished with public service announcements. Following are descriptions of some of the class activities and materials developed for this course, as well as a discussion of the results achieved.

Vocabulary: Learn and use key terms for describing and analyzing television commercials

For students to function in this course they must master a set of content-related vocabulary, including key terms such as "product," "sponsor," and "target audience." Also, to discuss, for example, the target audience of a particular American commercial, students need the vocabulary used to describe characteristics of target audiences, terms such as "gender," "race," and "class." At the beginning of this course we use mainly American commercials to help us define as far as possible a specific cultural context. Later in the course we introduce a range of English-language commercials from different countries. Finally, to evaluate and analyze the commercials, students need to learn a few critical terms, such as "tone" and "irony."

Students are given vocabulary sheets at the beginning of the year that serve as a glossary of terms needed during the year. Quizzes are then used throughout the year to check that students are keeping up with the terms needed for the class assignments and discussions. The vocabulary quizzes require that they both define the terms and use them. For example, if they are defining "sponsor," they must be able to write that the sponsor of a Volvo car commercial is the Volvo car manufacturing company. Although learning vocabulary may seem like a simple task, we find that actually learning to use new vocabulary in discussion and writing is a big stumbling block for many students. Again and again students prove capable of memorizing lists of words just long enough to pass a test, and then of being at a complete loss when these same words show up on a test question or in a class discussion. The vocabulary quiz is the only means we have discovered to motivate students to learn vocabulary for long-term use.

Analysis: Describe and analyze TV commercials viewed in class

The Volvo commercial

An Italian aria sung by a female vocalist is played throughout. A young couple kisses in the front seat of a parked Volvo while workers above them move a grand piano onto a balcony. The couple looks up through a sunroof just in time to see the piano falling toward them from the sky. They make a narrow escape by pulling out of their parking space. The final image is that of the grand piano smashing to the ground, while a deep male voice suggests in soothing tones that "this might be a good time to buy a new, more responsive Volvo 850SL" and the words "Volvo" and "Drive Safely" appear on the top of the screen.

This commercial was chosen because it has so many clear indicators of a specific target audience, and because the symbolic content is fairly obvious. Before viewing the commercial, students receive a transcript of the language used in the commercial. Students are given transcripts of all commercials in this course before they view them. The language in the commercials is no more our focus than any other element in the commercial. As Meinhof points out, commercials are "poor linguistic models." Our objective is to move beyond language comprehension and into analysis and criticism as quickly as possible. After reading a transcript, students view the commercial a few times in a row.

The initial class activity is to describe the Volvo commercial in detail. Students work on this activity in groups of four to six members so that they can talk easily among themselves. Their first task is to identify the sponsor and product. If they have learned the key terms on their vocabulary sheets, this should be easy. Next they are asked to isolate and list as many of the visual images and sounds in the commercial as they can remember. For the images, the students' lists might include "crashing grand piano" and "20 to 30-year-old attractive dark-haired white woman." For sounds, students identify opera music, the whipping sound of a rope breaking, even the faint sounds of creaking as the piano falls through the air. Questions such as "How old are the two actors in the car," and "Judging from voice alone, how old do you think the narrator is?" encourage students to be as specific as possible in their descriptions of images and sounds. After attempting to make these lists, students are eager to view the commercial several more times to confirm their memories and settle debates.

Most students need their dictionaries to describe the commercial in detail and need assistance in finding words like "unraveling" or "creaking." Also, in each class there are inevitably students who confuse "images" as in visual details with "image" as in projected character and so list words like "rich" or "safe" in their images list. This first exercise allows the teacher to check student comprehension of key terms. It also impresses upon the students the complexity of individual television commercials.

Once students have finished describing the commercial, we ask them to define the target audience for the commercial. Deducing the target audience from the commercial foregrounds the question of why a particular set of images and sounds were chosen to advertise a particular product. This question will serve to "make strange" the commercials (as Meinhof puts it) by reminding students that nothing in a commercial is accidental, that all details imply a marketing strategy with all of its unvoiced assumptions about the product and the audience.

Most students can offer opinions about the target audience of the Volvo commercial. They recognize that the product in this case is an expensive car, and the high price of the product plus the age of the two actors in the car seem to be the elements that most influence their initial ideas about the target audience. By asking students to identify the gender and age of the target audience, we focus first on audience characteristics that require the least explanation. They are required to identify age by a range of ten or twenty years. Otherwise, students come up with vague descriptions like, "all people who can drive." To demonstrate that an analysis of details of the commercial is required, it is important that students understand the difference between a general television audience and a specific target audience. Volvo is pitching to television watchers, but Volvo is clearly not concerned with any and all television watchers, nor are they talking to any and all drivers of cars—another favorite student response to this question.

In discussing the target audience, students should understand that there is no one "right" answer: We do not have a crystal ball showing the thoughts of Volvo management or its advertising agency, and viewers inevitably interpret the same images and sounds in different ways. After age and gender are discussed (almost all American car commercials suggest a male audience to my students), a brief (and no doubt simplistic) outline of the American class system can facilitate a discussion of the several elements in the commercial (the shiny, black grand piano and the way it echoes the shiny black car below, the opera music, the glamorous yet conservative appearance of the actors in the car, even the old residential city neighborhood in which the scene was filmed) which conspire to suggest an upper-middle-class target audience.

Finally, students are required to paraphrase in writing the central message of the commercial. The verbal message in the commercial is an understated invitation to "consider" a new Volvo, along with the final gentle words of warning, "Drive safely." But the images in the commercial send a different message—one that is at once frightening and comic. There is a clear contrast between the explicit and implicit messages. Students recognize that the commercial is not simply about driving safely, and that the image of a crashing piano has nothing to do with the introduction of a new Volvo model—in short, that the content of the commercial is not adequately represented by the few words in the commercial.

To simplify the task of formulating a central message, the teacher can suggest that students try using a set of formulas for phrasing a promise or a threat, for example: "If you buy this product, (something good) will happen" or "If you don't buy this product (something bad) will happen." Given these formulas, most students identify safety as central to the message in this commercial, and come up with a message like, "If you buy this Volvo, you will be safe from accidents." Typically there are also some students who perceive the message to be about "looking rich" or "being able to kiss your girlfriend." Again, this is a good time to encourage differences of opinion and to emphasize that there are always many messages created by the same images and sounds. As students will soon be expected to analyze and evaluate commercials independently and defend their own conclusions, they need to be liberated as far as possible from trying to guess the one "right" answer.

Although it can take as much as two class periods to complete if all students are participating, the class work on the Volvo commercial is worth the time because it can serve as a prototype for future class work. In fact, once students have finished describing and analyzing this one commercial, the form "Describing a TV commercial" can be introduced, along with a sample of how this form looks when filled out to describe the Volvo commercial. (See Appendix A for the form.) This form gives students both a visual reminder of the process of description and analysis and examples of the language used in this process. Students are then ready to describe and analyze other commercials with less help from the teacher.

The class next views other car commercials chosen for appeal, symbolic content, and variety. Student teams describe and then analyze these commercials, with the ultimate goal of identifying the target audience and unspoken messages. Each commercial can now be covered more quickly, and the teacher's role can be that of playing the videos, providing consultation about language, and raising questions about the symbolic content of the commercial.

The Nissan Sports Car Commercial

The camera focuses on a plastic toy doll dressed in safari-style clothing caught in a toy dinosaur's mouth. The song *You've really got me*, performed by Van Halen, begins as the doll comes to life, extricates himself from the dinosaur, and starts up a toy red sports car. The doll avoids several obstacles on his way out of a clothes and toy-strewn boy's room and down the hall to a girl's room full of stuffed animals and a large dollhouse. The driver then shows off his sports car to a blond girl-doll in tennis garb standing on the balcony of the dollhouse. She quickly abandons her blond tennis-playing partner to jump into the car with the interloper. The car drives between two giant feet and the camera pans up to show a middle-aged man in a baseball cap laughing down at the toys. The words "Enjoy the Ride" appear on the screen, and then the word "Nissan."

When working on the Nissan commercial, the teacher can challenge students to think about why that particular Van Halen guitar music is used, what the lyrics of the song might add, what popular figure the driver might resemble (some students recognize "Indy Jones," as Indiana Jones is called in Japan), why the doll drives from the boy's room into the girl's room, why the two dolls in the fancy dollhouse start out with tennis clothes on, and what purpose the actor at the very end might serve. (He bears a striking resemblance to a founding Nissan designer, the "father of the Z car." But is he used effectively?) Discussion of this commercial can raise a variety of questions about the representation of class and gender in advertising. Not only does the driver of the sports car move from the boy's room to the girl's room, but he also seems to be "crossing the tracks," (he does, in fact, cross a set of toy railroad tracks) by driving into a room with a fancy, three-storied doll's house and the tennis playing dolls. Not only does he get a beautiful girl with a flashy car, but also he gets a "classy" girl away from a "classy" home and boyfriend. In discussing these elements of the commercial, students can begin thinking about how certain implicit messages make them feel, what kind of political or social assumptions can be conveyed in commercials, and what the tone of the commercial might be.

After students describe and analyze several car commercials in teams, they should be ready to do this same kind of work alone. The task of analyzing a new commercial can serve as a written exam. At this point in the course students are becoming accustomed to generating opinions about the target audience and unspoken message from an analysis of the details of the commercial, and to stating these opinions in discussions and writing.

Group Project: Plan, create, and defend original TV commercials

The first group project is to plan an American TV commercial for a new, expensive line of baby food. (See Appendix B for the assignment sheet.) We chose baby food as the product because it has such a clear, narrow target audience. The detailed description of the baby food (an expensive, "organically grown" food that comes in frozen pouches) further differentiates it from competing products and narrows the target audience. From the product information, students must decide on a target audience, choose an appropriate message, and then work together to identify the best sounds and images for conveying this message.

Before they begin these plans, students are told that their commercials should be appropriate to the audience and product, and that they should be clear, convincing, and memorable. We talk briefly about what kinds of techniques and elements in commercials typically help achieve these qualities. (For example, naming the product and showing the product in use during the commercial are both techniques that help with clarity. To convince, advertisers may include detailed information, use "experts" or celebrities, stage realistic demonstrations and pseudo-scientific "tests" of their product, and create scenarios designed to play on emotions. To make a commercial memorable, advertisers use elements such as humor, rhyme, jingles, music, mystery, suspense, and surprise.) These four criteria for success provide a common language for discussing and appraising the projects.

It only takes a few ambitious students to raise the standards for the entire class.

This assignment to plan a commercial prepares students for their next round of projects, when they actually "produce" a commercial. Without this exercise in planning a commercial, students tend to create commercials that emulate something they've seen on television, with little thought to whether their ideas are effective approaches to marketing a particular product. Also, this assignment is a reminder t...t professional TV commercials are deliberate constructions and worthy of detailed analysis.

There are several challenges in this assignment that provide opportunities for dialogue between teacher and student. For example, students will probably not know that American mothers, at least the affluent mothers purchasing this expensive product, may be quite a bit older than their Japanese counterparts. Also, students are often not able to predict the connotations of certain images in a foreign culture. A team of students who used angels in a commercial for baby food did not understand that in a Christian culture angles can be suggestive of death, and might therefore be problematic when marketing to the parents of newborns. Students who want to use references from their own culture in these projects, such as Japanese super heroes, cartoon characters, and celebrities need help in sorting out which cultural figures and allusions are accessible to an American audience (Godzilla, ninja, samurai) and which are not (Doraemon, Anpanman). For foreign English teachers, discussions of these kinds are opportunities to learn about Japanese popular culture while their students learn about a foreign pop culture.

In subsequent group projects, students are asked to select a product from the general category of commercial we have just been studying. In this year's course, the student projects were first Food and Beverage Commercials and then Public Service Announcements. (See Appendix C for the Group

Project sheet.) Students submit a detailed plan, at which time we discuss and remedy any problems with their language. Then students go ahead and "produce" their commercials by using skits, storyboards, puppet shows, or videos to present the commercial to the class. As some students have access to fairly sophisticated video equipment while others do not, students are advised that meeting the previously discussed criteria for success is more important than creating a slick commercial.

Despite all the discussion and planning, students inevitably start out creating commercials with themselves in mind as the target audience. Invariably several female teams create commercials using squeaky stuffed animals, elves, and characters from fairy tales. Male teams tend to favor macabre or surreal approaches, and frequently use assorted monsters, motorcycles, and gritty urban scenes with a hard rock soundtrack. In fact, this year, one team used a vampire theme to advertise milk. When evaluating their commercials, we try to talk about the way certain approaches might backfire (such as associating a brand of milk with blood), but in general we are quite accepting of their various approaches, but less so of errors in language, since they are given time to consult with the teacher and get the English right.

We have found that students need about three class periods to complete this type of project, assuming that at least half of the time spent on the project is outside of class. On presentation days, students are asked to take notes and warned that they will be expected to evaluate and analyze their peers' commercials in the future. Students are often more critical of each other's projects than the teacher is, and are willing to speak up about the strengths and weaknesses of student work. This is especially true when they are shown projects from other classes. To facilitate frank discussion, we frequently videotape the presentations not already on video (the skits, storyboards, etc.) to show in other classes. Encouraging students to evaluate each other's commercials is one more way that they can learn to view commercials critically. They seem more likely to question the effectiveness of a professional commercial once they have made and critiqued student commercials.

After presentation of the commercials, students rate each other's commercials in class, using a scale of 15 points; five points each for being clear, convincing, and memorable. This rating process immediately identifies problems with particular commercials, which can then be discussed. For example, when a humorous public service announcement on drunk driving earned a low rating from most students, their response led to a discussion of problems of tone in commercials. Students recognized that although they enjoyed the humor in the announcement, it undercut the message. Another public service announcement project was actually an ironic critique of a campus bus service. Although entertaining and well-made, students objected that it didn't fill the role of a service announcement, as it didn't communicate any new information or recommend any action.

Writing: Analyze and evaluate TV commercials in writing

After students have viewed and discussed their group projects, we spend some class time preparing students for a written exam. Students are told that they will be expected to use the kinds of details they have been discussing in their analysis and planning to support an argument written in paragraph form. We hand out several model paragraphs that begin with an opinion about commercials and then provide three or four concrete examples from the details in commercials to support these opinions. As these paragraphs are meant to serve as models for language and structure only, the opinions in them are on commercials not covered by the test. Students are also given a new vocabulary sheet, this one meant to serve as a sort of writing glossary, with lists of words that they may need to use when writing critical paragraphs. Modeling the use of verbs most often used in critical discourse seems particularly helpful to students; learning to use words such as "conveys," "suggests" and "creates" helps them to break out of the "is" trap.

The questions on the essay exams range from "Which is the most successful (or least successful) public service announcement? To "Which commercial has a serious problem with tone?" or "Which commercial most successfully uses irony?" The exams allow students to choose three out of six questions to write on, so that they aren't forced to argue an opinion they don't have or to write about a commercial they can't remember. A full 90-minute class period is devoted to completing the three paragraphs. Students are expected to work alone, without help from each other, but they can refer to the list of commercials they have viewed (since this is not a memorization test), their class notes and dictionaries. In fact, during the class prior to the exam, we give students a list of some of the questions they will see on their writing exam. In the pas,t a few students (usually the least fluent) have prepared for this type of open-book exam by pre-writing whole paragraphs before the test day. As students who do this are probably spending even more time on the writing process than the 90 minutes allotted in class and working even harder to support and clarify their views, we have not viewed this type of "cheating" as a problem.

Following are three student paragraphs written during an in-class exam (and used here with permission) in response to the question, "Which public service announcement (PSA) do you think is most successful and why?"

Student 1

I believe the most successful PSA is "Avoid the rush hour." Because it has the effective method of contrast. The contrast between two situations—a businessman takes an earlier train or not (he takes a later train)—is very sharp. It is clear that the latter is better than the former. The images of the former—a man is going to attend his office as soon as he wakes up, goes out of his gloomy room, walks through the narrow path, gets into the sardine can—suggest that his life is like a rush hour train. The images of the latter—he wakes up in sunshine, spends a lot of time having breakfast and his hair set, plays with a cat, walks on the quiet street—suggest that his life is like a chartered train. Also, the contrast of the music is very clear. And the actor's face expressions have quite a contrast too. I believe the message of "Avoid the rush hour."

> ***Content-based English classes in Japan can successfully introduce the discourse of analysis.***

Student 2

I think the announcement "Smoking" is the most effective. This announcement uses words, visual images and sounds to convey a strong impact for audience. The words are simple that 4 babies name and 4 babies weight are explained and "2 packs a day" is last baby's explanation. Their words are very easy to understand that there are big contrast about three healthy babies but we understand he is different from other babies and the reason why he is attacked by a serious illness. "2 packs a day" is implied If you're Pregnant because smoking will hurt your baby. The visual images are very specific contrast that 3 babies and last baby. The techniques of light are used to create contrast. Two colors of light are used properly that golde light (probably the setting sun light) shines on last baby. I feel the golden light is warm and peaceful that three babies are surrounded by their parent's love, but the blue light is cold and lonely that last baby is surrounded by incubator. The color of blue gives an effect that he is more sick and smaller than other babies. The sounds that the narrator's voice is soothing and music of opera is calming. This announcement is intended for Pregnant. I think it will successfully appeal to them. Because her soft voice doesn't surprise them and they are very easy to hear. So their simple words and visuals will be glued to this screen and probably they will be thought them about the ill effects of smoking after turn off the TV set. If this "Smoking" anouncement is explained about the ill effects of smoking that uses many words and visuals, they are boring and having low impact and pay no attention to this screen. So, I think this announcement is successfully create a convincing message.

Student 3

I think "Drunken Driving" is the most effective public service annoucement. Because this announcement has realistic conversasion in the situation that we lose friend because of accident. And visual image is so hard. So the grave symbolizes death and Broken glasses symbolize accident of Drunken Driving. And, Sound is silent. But, Suddenly, the scene is changed and tone is changed too. Tone becomes to be dark and shocking. I think these tone is used so that this announcement imply death of suddenly. The change from silent to dark and shocking has impact and it is effective! So. This annoucement is successful.

Obviously the three paragraphs represent a wide range of fluency and present a variety of language problems. However, each student has achieved at least some success. Student 1 writes a clear, concise answer with only minor language difficulties. He offers a sufficiently convincing list of details from the commercial to support his argument. We are able to read and understand his opinion without stopping to re-read or puzzle out his meaning. Perhaps his answer could be improved by a few more details about the facial expressions and the music, but then, he knows he is addressing someone who is quite familiar with the commercial under discussion. Student 2 has much less control over the language, and we are able to understand the paragraph only after reading slowly and making some assumptions about the writer's intention. (It helps, of course, that the reader is familiar with the commercial and with the class discussion of that commercial.) The student does provide several details from the commercial to support her argument, however, and, despite a certain amount of awkwardness and rambling, we are able to follow most of what she has written.

Student 3 has the least success in explaining his opinion. He starts off well, but somehow moves into vague and somewhat confusing statements about tone, after mentioning only two concrete details from the commercial (the images of the grave and the broken glasses.) Still, he is at least part of the way through the process of stating and then supporting an opinion, and seems to understand what this process involves.

Results

A significant advantage to class activities that allow students to work in groups and to assess each other's projects is that it only takes a few ambitious students to raise the standards for the entire class. The course we have described elicits more energy and effort from students as the year progresses and they become inspired and challenged by each other. Also, the group projects allow the teacher to communicate extensively with small groups of students in ways that would be impossible in front of a class of forty students, and that would require too much time if attempted one-on-one. During work on the group projects, the classroom becomes a place where teacher and student cooperate in solving problems and exchanging information. As is ideally true in content-based courses, English becomes the medium rather than the subject of the class. Although, as we have said, we try to focus on the ideas and plans rather than the slickness of their presentations, students in this course have often created quite sophisticated productions. The range of ideas and approaches is always unpredictable and entertaining. We have found that the creative group projects also give less fluent students, who struggle with discussions and written exams, a chance to excel.

On the whole, students' written exam answers demonstrate that most students are capable of constructing logical arguments to support their opinions if given sufficient guidelines, models, and permission to do so. In fact, it has been surprising just how quickly students become adept at this kind of writing. Our experience in this course leads us to believe that content-based English classes in Japan can successfully introduce the discourse of analysis.

Appendix A: Sample Form for Describing and Analyzing TV Commercials

Product: Volvo 850 GLT
Sponsor: Volvo car manufacturing company
Images: old apartment buildings in a quiet city neighborhood; balcony and fire escapes; blue sky; crane; fat, middle-aged piano movers in work clothes; late 20's or early 30's attractive couple kissing in a car, the woman with dark hair and conservative make-up, the man blond; black, shiny Volvo, fenders, doors, and sunroof; a grand piano, first hanging near the balcony, then falling and finally crashing onto the street; streetlight
Sounds: opera music sung by female vocalist; deep male narrator's voice; rope breaking; piano creaking as it falls; piano crashing; car starting; engine whining as car accelerates
Verbal Message: "This seems like a good time to introduce the new, more responsive Volvo 850 GLT. Drive Safely."
Nonverbal Messages: If you buy a Volvo 850 GLT, you and your family will be safe. You must buy a Volvo to be safe. Your children will be safe in a Volvo. A new Volvo will keep your children safe. Rich people who want to be safe drive Volvos.
Target Audience: Upper-middle class white males, between 40 and 60 years old.

Appendix B: First Group Project Assignment

Assignment: Create a plan for an American television commercial to advertise this product:

> McGee's Healthy Baby Food: Frozen pouches of baby food that are more expensive than the most popular brand and much more expensive than generic brands. The label reads: All ingredients are organically grown! No pesticides, no preservatives, no additives. Just good, 100% pure produce, fresh from the garden and steam cooked. The marketing slogan is: "Just the way you'd make it, if you made it yourself."

Step 1: Create a team of 3, 4, or 5 students to work on this assignment.
Step 2: Define the target audience for this product.
Step 3: Decide on a nonverbal message that you think would appeal to this audience.
Step 4: Create a plan using the format shown below that shows and explains in detail what your TV commercial will look like, including the images, sounds, camera work, graphics, and words that you will use. You may draw pictures to help show the images in the commercial if you like.

Images:

Sounds:

Explanation:

Appendix C: Group Project Plan Sheet

Please fill out this sheet and submit it to me along with a detailed plan of the images, sounds and language you will use in your commercial. (Only one plan from each group.) After we have discussed your plan together, you can begin to produce the commercial. You should spend time outside of class on this project. It is a major grade, and should be considered as important as a mid-term or final exam.

Class Day And Time:

Group Members' Names and Student Numbers (3, 4, or 5 students):

Production Method (Circle one):
Story Boards
Video
Acting
Puppets
Other (please explain)

Product:

Target Audience (Please include an age range):

Nonverbal Message (The main point you are trying to make in your commercial):

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Images:

Sounds:

Explanation:

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Karen McGee is a native Californian who has been teaching English in Japan since 1993. She is currently employed at Nihon University College of Art.

karen@tokorozawa.art.nihon-u.ac.jp

Fujita Tomoko received her M.A. from the University of Houston, and is now teaching at Rikkyo University. She is interested in testing and research methodology.

tfujita@xa2.so-net.ne.jp

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TESOL 2000: A Bold New Frontier

By Gregory Strong

TESOL 2000: Navigating the Millennium provided a benchmark on how quickly the field of English language teaching has grown. From the hundreds of presentations—starting at seven in the morning to as late as eight in the evening—and eight different plenaries, four themes emerged. The first is the growing internationalization of the organization itself. Next is the expanding paradigm of educational research. Third is the integration of teaching with new technology. Finally is the place of language teaching in the migration of peoples around the world.

Last year's conference in New York City set an attendance record of 10,000 participants. TESOL 2000 drew a smaller number, but was no less impressive considering the Canadian venue. A much smaller city, Vancouver drew a remarkable 7,000 people, twice the number that attended TESOL '92 in that city. Until now, the 14,000-member group has been primarily an American one, mostly concerned with national issues. However, numerous international members and TESOL affiliates, from Costa Rica to Pakistan—among the 58 countries represented at the convention—were given travel grants to attend this year's conference.

As well, there is a growing advocacy in TESOL of language teachers, nationally and abroad. The group is battling the assumption that anyone who can speak English can teach it, which leads many private schools to recruit unskilled native speakers and to pay low wages. In Canada, a TESOL affiliate organization, TESL Canada (Teachers of English as a Second Language) has developed national standards for teacher qualifications and the certification of private schools. In future, TESOL expects to lobby governments to prevent discriminatory hiring practices on the basis of race or nationality, maintain a database about employment issues, and to commission a task force to develop a set of international standards.

TESOL 2000 also marked the end of David Nunan's tenure as TESOL President. He opened the conference by joking that his plenary address should have been "Seven Stories about Language Teaching" rather than the "Seven Hypotheses" advertised in the conference handbook. However, by the end of his talk, it became clear that his anecdotes about language teaching were, in fact, the basis of a broader notion of data and of educational research and several hypotheses.

Citing the ground-breaking ethnographic studies by Shirley Brice Heath in the 1980s, Nunan used his "seven stories" to describe the language learning process, starting with his early experiences as a "hippy" language teacher with a batik shirt. "My next story is of 'Ing,'" he began at one point. "How many people in the audience know "Ing? You all teach 'Ing.'" The audience was stymied. Was "Ing" a type of Asian student? Nunan laughed, "'Ing' is that thing you stick to the ends of verbs when you want to indicate actions in progress."

To the audience's amusement, Nunan described how earnestly he had instructed his students in proper grammatical forms, only to have the students leave the class and use it entirely differently. In the case of the gerund form, he remarked, learners often initially use it as a general marker of verbs, particularly the past tense. He explained how this represented a stage in the proper acquisition of the form and was therefore not as retrograde as it appeared.

Nunan used the example to show the complexity of learning, and he called for a greater appreciation of that. He suggested the "architectural" model, where learning is seen to proceed in a "lockstep manner" floor by floor, was the model underlying many educational programs. He argued for its replacement by an organic metaphor—"language learning as a garden." Nunan explained that his perspective came from his experiences and from an ongoing collaborative research project where some 60—language learners at the University of Hong Kong have been interviewed about their high school experiences learning English. "Is this research?" he asked rhetorically. "We haven't looked for averages, norms, samples, and populations." Then he outlined his seven hypotheses about language learning:

(1) learners need to re-interpret and transfer input
(2) students never learn in a linear, additive way
(3) they need opportunities to assimilate new ideas and feelings into their learning process
(4) the learning process should be emphasized as well as the course content
(5) teachers should find each student's best way of learning
(6) learners need to be able to negotiate their learning
(7) the course should reflect the complexity and instability of learning.

In conclusion, Nunan maintained that story telling, which can lead to problem definition in the field of education, is often more important in research than problem solving, as the problems are

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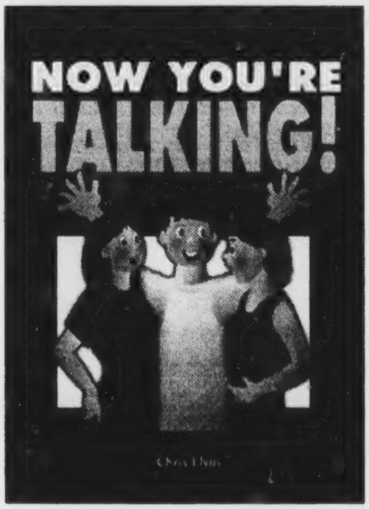

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often poorly understood. Summing up his experiences, he added, "There wasn't a single learner who didn't force me to reconsider what I was doing in my classes on a daily basis."

The third of the conference themes was explored by a plenary speaker on Saturday, the last day of the conference. This was Randy Bass, an American Studies professor and the Executive Director for the Centre for New Designs in Learning and Scholarship at Georgetown University. "We're going to become 'wired' long before we know why it is we became 'wired,'" warned Bass. He made the distinction between hyperactive teaching: "wired" for technology and "smart" classroom applications.

Then he focused on three uses of computer technology: inquiry learning, based on thick data bases of primary and secondary online resources; community-building through online interaction and bridging; and finally, "constructionism" where students are given the tools to build knowledge instead of simply consuming it. He provided several examples of teaching through computer media.

Notwithstanding a few technical glitches, Bass demonstrated how students could use a CD-ROM of *The National Museum of Art* to curate their own mini exhibitions through saving paintings and their descriptions into computer files that teachers and other students could view. He mentioned how a collection of 192 personal narratives about the California gold rush at the Library of Congress website "The American Memory" could provide learners with authentic primary resources for an exploration of 19th century prejudices against race and culture.

Bass also showed how the computer software "Course Info" could help create student project folders that other learners could examine; documents could be posted and links made to related websites. He termed this kind of cooperative learning a "cognitive apprenticeship." The teacher's thinking is modeled to the students as that of an expert learner or subject area specialist. At the same time, the students' thinking is made transparent to the teacher, and useable to other students in the class in a kind of reciprocal teaching. Acknowledging that class time spent using technology often meant the sacrifice of content, Bass argued that an in-depth approach was better than covering too much content superficially.

"Technologies make it possible to create pedagogies where students are reflective about their own learning, but only if this dimension is built in by design," added Bass, noting that pre-packaged materials and technologies had to be adapted for classroom use. As educators "navigating the new millennium" he concluded, "we have to know what and how does teaching produce learning, and what role might technologies play in that."

Finally, a late-breaking political development dove-tailed nicely with the fourth conference theme, the place of language teaching in world migration and multi-culturalism. Ujjal Dosanjh, the Attorney-General of the province of British Columbia, of which Vancouver is the commercial and population centre, had agreed to address a plenary. Shortly before the conference, he was selected as the B.C. premier, Canada's first Indo-Canadian provincial premier.

Dosanjh, who emigrated from a small Indian village, learned English as a second language, obtained a law degree, established a legal practice, and entered politics in 1991. "An immigrant leaves his job, his profession, his language, his ability to express himself—you feel like a child again." He reminded teachers at the conference of their special calling.

International TESOL Encourages Assessment Literacy Among Test-Makers

Tim Murphey, *Nanzan University*

The "TESOL (Teachers of English to Speakers of Other Languages) Resolution on English Entrance Exams at Schools and Universities" was approved at the organization's March 17, 2000 annual business meeting (see full text below). The business meeting was held near the end of their annual convention in Vancouver, Canada, which was attended by over 7,700 teachers internationally. As original drafter of the resolution (it went through many hands and drafts subsequently), I was allowed to speak for a few minutes in support of it. Below you will first find my opening statement, and then the full text of the resolution. Following my opening remarks there were several people who expressed reservations about the resolution. However, two past TESOL presidents and representatives from other countries expressed support and said it would address issues in many contexts internationally. While the resolution is not perfect, it is an encouragement to professional educators worldwide to develop more assessment literacy that will, in turn, also have an impact on what and how teachers teach.

Support for the Resolution (opening remarks by Tim Murphey)

The purpose of this resolution is to encourage the development of what Michael Fullan calls assessment literacy in professional educators who are involved in testmaking for entrance into schools and universities. It sets no standards, does not give precise instructions, and does not blame anyone. It simply encourages continual study and development with consideration for relevant research. At present these indicate a concern for reliability and validity and multiple forms of assessment. Note that these are scientific and ethical concepts, used internationally in many fields to enhance professionalization. They are not western, nor political, nor commercial—they are professional.

My own education concerning these matters comes from my ten-year career in Japan and my communications with others in other parts of the world. In many institutions in the world, entrance to schools and universities for many students are decided by entrance exams that are created by members of these individual institutions who have had little or no training in assessment. These exams are often the SOLE criteria for entrance and use English as one of the main components. This resolution simply seeks to encourage educators who are in the position of exam-making to become more assessment literate.

Let me now cite a few leaders in education from my own environment.

In Japan, the Nobel Prize laureate Prof. Sawa Takamitsu of Kyoto University stated (*Daily Yomiuri*, p. 12, Dec. 14 1999) "I believe that postwar education, which has focused on entrance examinations, has ruined society."

David Nunan, present TESOL president, made it clear the exams need changing in a *Japan Times* article Oct 23, 1993 (p. 3). I quote: "Harmony between curricula and examination methods is very important to motivate students, Nunan said. Even if schools promote speaking ability, for instance, their efforts will not be successful if examinations only test grammar because students focus on learning what examinations require, he said."

In a Jan 27 article from this year (*Daily Yomiuri*, p. 2), it says that the present Japanese minister of education Nakasone (and I quote) "has set up a private advisory panel to investigate why Japanese, who study English in middle school, high school, and at university—10 years in all—nevertheless cannot communicate well in the language."

The testing specialist J.D. Brown has pointed out that researchers in Japan also use reliability and validity concepts in their regular scientific research. So these are not foreign concepts in Japan or to Japanese culture. They have just not been traditionally part of the entrance exam picture. I quote from one interview with J.D. Brown published in JALT's *The Language Teacher* in March of 1998, p. 26 in which he says "Why is it that Japan has 300 exams or more? These exams are being made by people who don't know what they're doing, who say they don't know what they're doing. They are doing the best they can, but ultimately, they don't know what they are doing. They are preparing tests that are haphazard and of unknown reliability and validity. The sad thing is that these tests are then used to make very, very important decisions about peoples' lives. All of this wouldn't bother me so much if the people making the tests were looking at them in an effort to improve them."

TESOL Resolution on English Entrance Exams at Schools and Universities

Whereas

Assessment practices play an important role in access to educational and employment opportunities and

Whereas

When such exams are not controlled for validity and reliability and are used as the sole criteria for entrance into educational programs, they may not accurately reflect students' English language abilities; and

Whereas

Professional responsibility requires attention to these issues; therefore, be it

RESOLVED,

That the membership of TESOL recommend that the Board of Directors address the issues of valid and reliable testing and the use of multiple forms of evaluation for purposes of entrance to schools and universities, by

a) Requesting that writers of entrance exams make available to examinees and independent researchers evidence that measures are being taken to evaluate and improve the reliability and validity of their exams;

b) Lobbying for more than one form of entrance evaluation (e.g., tests, interviews, essays, recommendations, projects, school transcripts) that can be developed and used when possible;

c) Educating TESOL members regarding these issues through print and electronic media;

d) Facilitating discussion of these issues through various means, such as panels and forums.

2000 TESOL Convention
Vancouver, British Columbia, Canada

My Share

edited by scott gardner & oishi harumi

"Turning Up the Heat": Energizing Conversations with Cassette Recorders

Duane Kindt, *Nanzan University*

I'm sure you've noticed that some students in English language classes tend to speak English only when you are standing near them. This *presence pressure* is, however, not very effective. So what can we do, especially if active communication is our goal, to "turn up the heat" on students' language production? One way is to use cassette recorders.

Before recording, I introduce a topic-based speaking task (e.g., describing a part-time job) with one of an eclectic assortment of activities. Then I refer students to examples: conversation cards and a conversation transcript from former students performing the same task (Kindt, 2000). Guided by those examples, students prepare their own conversation cards (e.g., see *Part-time jobs card,* Figure 1).

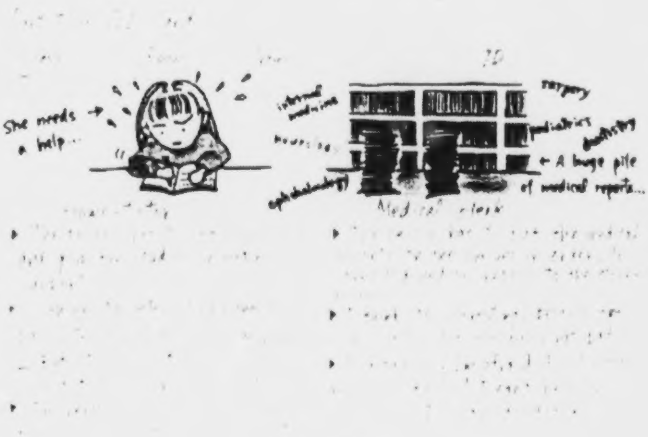


Figure 1

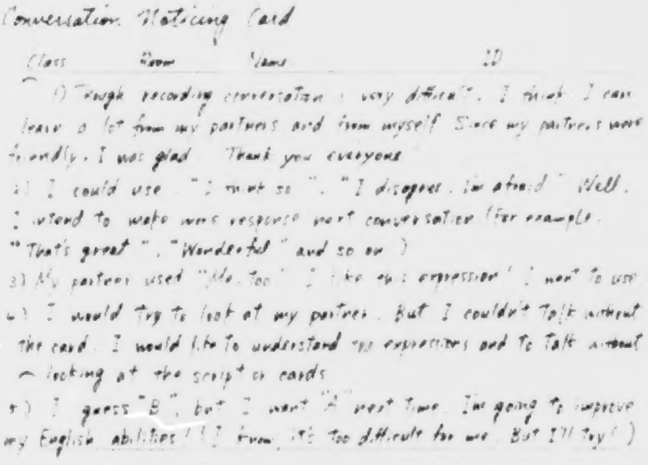
In the next class, students bring their completed cards, and we review the topic and example conversation. Then students prepare to record by practicing two or three times with different partners.

Getting a large group of students to record is not as difficult as it may sound—even with only one recorder per group of three or four students. One student records a 3- to 5-minute conversation on his or her cassette tape, then removes the cassette and passes the recorder to his or her partner. The partner takes the recorder, moves to a new partner, and records the next conversation. After the second conversation, the recorder is again passed to the partner who did not record, and the process repeats until all students have a taped conversation.

The benefits of recording

There are several benefits of using recordings beyond simply "turning up the heat." Students also transcribe and self-evaluate parts of their recordings. This process, called Recording Conversations for Student Evaluation (RCSE)—a variant of *Videoing Conversations for Self-Evaluation* (Murphey and Woo, 1998)—allows students to look more closely at their language use and to learn from one another. After transcribing for roughly 30 minutes, students make a Conversation Noticing Card. To complete the Noticing Card and prepare to talk with classmates about what they learned from the RCSE process, students answer the following questions: (1) What did you think about recording your conversation? (2) What are a few things you said that you liked? (3) What were a few things your partner said that you liked? (4) What are your goals for the next conversation? and (5) What grade would you give yourself for this conversation? An example of one student's answers to these questions is in Figure 2.

Students come to the next class and talk to two or three classmates about the recording process, their transcriptions, and their noticing cards. They note any new words and expressions from their partners, and I give them global feedback



Conversation Noticing Card

Class Room Name ID

1) "Through recording conversation is very difficult". I think I can learn a lot from my partners and from myself. Since my partners were friendly, I was glad. Thank you everyone

2) I could use "I think so", "I disagree, I'm afraid" Well, I intend to make more response next conversation (for example, "That's great", "Wonderful" and so on)

3) My partner used "Me, too" I like this expression. I want to use

4) I would try to look at my partner. But I couldn't talk without the card. I would like to understand the expressions and to talk without looking at the script or cards

5) I guess "B", but I want "A" next time. I'm going to improve my English abilities!! I know it's too difficult for me. But I'll try!)

Figure 2

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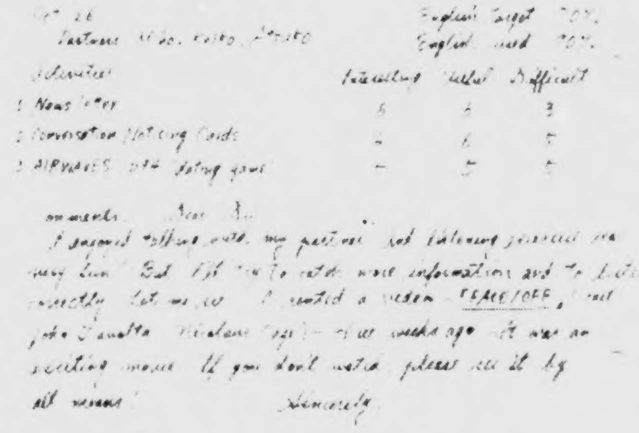

Figure 3

both verbally and in a class newsletter. The newsletter summarizes their *action comments*, which are similar to action logging (Murphey, 1993), but written on the back of their conversation cards (Figure 3). Thus, recordings and transcriptions give teachers valuable data for developing subsequent lessons and materials.

What recordings cannot do

Recordings do not show non-verbal communication (though several students tried to remember such communication and entered it in their transcriptions). Also, tape recorders cannot replace or recharge their own batteries, and this takes time. Numbering the recorders and keeping a log of "dead" machines is helpful. Recorders cannot adjust their own speed, make students speak directly into the microphone, or eliminate external noise. Students making these mistakes soon learn how to make successful recordings. By the second or third recording, most students feel comfortable with the system.

Comments from students on the first day of recording

Students' written comments generally support the use of recorders:

> "I think it made me improve my English skill. Because I can learn a lot of words from partners."
> "It was fun . . . because I could listen how I speak English."
> "I think to know how I speak is good progress."

Some comments, however, are cause for concern:

> "I tense up and can't speak better than usual."
> "My partner and my voices are trembling. I should prepare more."
> "I didn't know my voice was different from the voice I hear. I was shocked and surprised."

As students get used to hearing their voices and realize the benefits of preparation, these kinds of comments diminish.

Comments also supported the RCSE process:

> "Writing transcription was so interesting."
> "My friend's transcription did very well. Next I will hold out to make this card."
> "My partner teach me my fault."
> "I had some reflection about transcription. So, this card is very useful."

In fact, not one student in my classes has written that the recording process is without value.

A word of caution—and encouragement

While it is true that turning up the heat on students who are not ready can be disastrous, it is extremely difficult to get all students perfectly ready for just about anything. Through classroom experience, understanding of how our students interact, and their ongoing and written feedback, we can at least approximate when the class is "ready," and then use recorders to get them more focused on communicating in English. Oh! And remember to bring several extra batteries and cassettes.

Internet resources

Interested teachers can learn more about recording conversations, conversation cards, and class newsletters at:

http://www.ic.nanzan-u.ac.jp/~dukindt/pages/RCSE.html
http://www.ic.nanzan-u.ac.jp/~dukindt/pages/SOCCs.html
http://www.ic.nanzan-u.ac.jp/~dukindt/pages/newsletters.html

Acknowledgements

RCSE and VCSE are supported by generous Pache-IA grants from Nanzan University.

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Quick Guide
Key Words: Conversation, Learner development
Learner English Level: High beginner and up
Learner Maturity Level: Junior high to Adult
Preparation Time: Approximately 30 minutes
Activity Time: 45 minutes

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Describing Appearance: Writing Physical Descriptions

Mary Reidy, *Uminohoshi High School*

Every year I am assigned one third-year writing class. The class meets for two 50-minute periods a week. There are usually 20 members in the class. The writing class provides its members with an opportunity to improve their creative writing skills in an L2 environment. I believe that a form-dominated approach works best because prior to this class they have had few if any creative writing opportunities. Their previous instruction in writing classes involved translating, filling in gaps, and re-ordering the words of phrases in given sentences. They have had very little free writing practice, so they still have many basic difficulties when attempting to write creatively in English. Their difficulties center around the following: articles, plurals, pronouns, verb usage, spelling, and vocabulary. My aim is to help them to improve their basic writing skills by providing them with interesting and challenging writing tasks. The following activity allows my students to develop these skills *and* exercise their creativity by writing physical descriptions of people.

Materials

- A sufficient set of vocabulary that will facilitate the writing task.
- A set of large visual aids (posters).
- A set of smaller visual aids (postcards).

Note: The level of interest will increase considerably if the visual aids are of famous or attractive looking individuals.

Method

1. Begin with pronunciation practice of all the vocabulary terms.
2. Explain word meanings by applying the given vocabulary terms to the large visual aids.
3. Teach the correct usage of the two given verbs: "to be" and "to have." Write several example sentences on the board.
4. Ask class members to orally describe individuals in the large visual aids.
5. Write on the board exactly what is produced by the students.
6. Draw attention to and correct errors should they occur.
7. Randomly distribute three of the small visual aids to every student.
8. Set a time limit for them to write their physical descriptions of each of the pictures on the cards.
9. Circulate, observe their work, and answer any questions that may arise.
10. Move from the physical to the abstract. Set a time limit for them to describe physically: (a) a teacher in the school, (b) themselves, (c) a classmate, or (d) a boyfriend.
11. Circulate, observe their work, and answer any questions that may arise.

In order to achieve a satisfactory level of familiarity, accuracy, and speed it may be necessary to repeat numbers 7-11. At a later date, without advance warning, you can spring variations of numbers 8 and 10 on the class.

Quick Guide

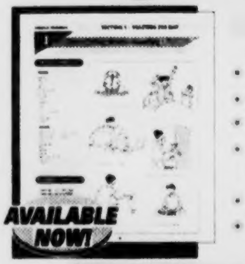
Key Words: Vocabulary, Writing

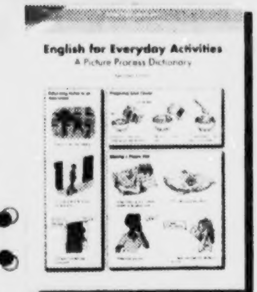
Learner English Level: False beginner through Advanced

Learner Maturity Level: Junior high school to Young adults

Preparation Time: Vocabulary 30 minutes—compiling visual material can vary

Activity Time: Two 50-minute classes (repeatable if necessary)





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Book Reviews

edited by katherine isbell and oda masaki

Teachers, Learners and Computers: Exploring Relationships in CALL. Paul Lewis (Ed.). Nagoya: The Japan Association for Language Teaching Computer-Assisted Language Learning National Special Interest Group, 1998. pp. 224. ¥2000. ISBN: 4-88521-154-2.

Computer-Assisted Language Learning (CALL) is exploding into the world of English teaching at an exponential rate matching the rapid development of computer technology in the world in general. Some teachers are enthused by CALL's potential whilst others approach it with trepidation. However, increasingly, all teachers must come to terms with using it. *Teachers, Learners and Computers: Exploring Relationships in CALL* is a book for both types of teachers: those already using CALL and those about to begin. Twenty-five experienced CALL practitioners from Japan, the USA, the UK, and Australia share their vast accumulated knowledge on diverse aspects of CALL practice in 25 brief and to-the-point chapters, providing something of interest for everyone.

The book aims to provide inspiration for the use of CALL, and to facilitate this, it is divided into three sections. The first section deals with the relationship between teachers and CALL, covering such issues as curriculum, teacher training, the role of teachers, and the teaching of writing. The second section is concerned with learners and CALL and includes topics such as email, online chat, mooing, multiple intelligence theory, and learner aptitude. The final section deals with computers and CALL. It looks at the role of the computer, net resources, and CALL centre design. This section concludes with a chapter on the future potential of CALL, covering issues such as speech recognition and artificial intelligence.

The book covers a large area of the vast world of CALL, touching on the most important areas and issues involved in its use. The clever division of the three sections allows the reader to look at the issues through the different perspectives of teacher and learner as well as deal with the important subject of the computer itself, the third part in the triangle that is needed for successful use of CALL. Each chapter includes its own separate references that provide an excellent avenue for further research into the issues involved in a particular chapter.

This book is not, and does not aim to be, one that investigates heavily the theoretical underpinnings of CALL in language learning. Whilst some chapters provide more practical and useful information for a teacher to take almost immediately into the classroom than others do, no chapter is bogged down with heavy theoretical issues. The reader seeking this type of information concerning CALL should look elsewhere.

As the editor mentions in the Introduction to the book, the vast diversity of the use of CALL makes it difficult to provide a book in which every chapter will be of value for every teacher. However, the JALT CALL SIG has tried and I believe succeeded in providing a book that is practical, useful, and has something of value for every teacher, experienced CALL practitioner and novice user alike, to learn and expand their knowledge of CALL.

Reviewed by Ian Brown
Queen's Park, Australia

Focus on Form in Classroom Second Language Acquisition. Catherine Doughty and Jessica Williams (Eds.). New York: Cambridge University Press, 1998. pp. xiv + 301. £15.95. ISBN: 0-521-62551-3.

Published in 1998, this volume is the most talked about book on focus on form (FonF) instruction in second language acquisition (SLA) research at this time. The book's contributors built groundbreaking theories on the formidable amount of research already done on FonF. The book's impact in the field of SLA and applied linguistics is evident from the fact that Doughty, one of the book's editors, was a featured speaker at the 1999 12th World Congress of Applied Linguistics (AILA) in Tokyo.

The first part of *Focus on Form in Classroom Second Language Acquisition* begins with a chapter which introduces the issues and terminology involved with FonF and SLA research, including the somewhat hard-to-pin-down distinction between the two very similar sounding terms: Focus on form and Focus on formS. The next chapter outlays the theoretical foundations of FonF. If you are new to SLA research and are without any theoretical background, this section may prove to be slightly difficult reading, but on the other hand, with the extensive reference section in the back of the book, it could also be an excellent opportunity to bring yourself up to date. Long and Robinson contribute a chapter which reexamines issues of whether to use implicit or explicit instruction and introduces the issue of the effectiveness of meaning-focused or form-focused instruction. DeKeyser and Swain look at FonF with regards to cognitive theory and conscious reflection, respectively. Swain introduces a metalinguistic function, Metatalk, which was for me a very new and effective method of directing learners to reflect upon, discuss, and process a linguistic form in a particular way.

The second part of the book focuses on FonF in the classroom. The four chapters here provide both quantitative and qualitative results from FonF studies conducted in the classroom. Each chapter, in turn, centres the effects of enhancing input; the use of communicative, task-natural, and incidental FonF; the choice of which form; and whether an early instructional FonF could have an influence on proficiency. The subjects ranged from children to adults. The research was done in an immersion program in Canada, where learners' L1 was mostly homogenous, and in US ESL programs, where learners were from a variety of L1 backgrounds.

The third part analyses the pedagogical implications of FonF. Doughty and Williams present six major decisions when implementing FonF: (1) Whether or not to focus on form, (2) Reactive versus proactive focus on form, (3) The choice of linguistic form, (4) Explicitness of focus on form, (5) Sequential versus integrated focus on form, and (6) The role of focus on form in the curriculum. They discuss each decision in depth, so teachers can weigh for themselves how important each decision is for them in the classroom.

Doughty's recent work at her presentation at the AILA conference has grown from the work in this volume. The theories in this volume, though no less effective, will no doubt appear somewhat dated, even in the year 2000, as new antitheses and syntheses develop out of the ones that were put forth in it. It is encouraging to see that the results of research into form-focused instruction have not reached a plateau, and that language teachers can anticipate new research which can further help us to improve our teaching or to conduct research of our own. Finally, this book helps give second language teaching some of the accreditation that it seeks while also suggesting that SLA research may well be an essential theoretical link between language teaching and applied linguistics.

Reviewed by Kent Hill
Nihon & Obirin Universities

Speaking. Clare Furneaux and Mark Rignall. London: Prentice Hall, 1997. pp. 141. Teacher's Book: ¥2570. ISBN: 0-13-507583-1. Student's Book: ¥2130. ISBN: 0-13-507591-2. Cassette: ¥2400. ISBN: O-13-507609.

Many students dream of overseas study and a lucky few find ways to go abroad. However, for most, a native speaker of English and a textbook may be the closest they come to an out-of-country experience. For this reason, it is imperative that students get their money's worth from the text.

Speaking, a topic- and strategy-based text, is part of a series intended for students getting ready to study abroad. Its emphasis is on having students research, prepare, and present information on a variety of current issues. The authors believe it is very important for university students to have the skills necessary to discuss, to debate, and to analyze issues ranging from the popular to the profound. In addition, throughout the units are lists designed to help the students monitor their own learning process.

For example, looking more closely at the text, unit 3 on education gives the students a list covering the ideal education. Students are then asked to refine the list to their personal educational requirements. As the students compare their revised lists, subtle differences in even the most homogeneous classes become apparent. To take this activity one step further, I asked students to compare their lists to their actual academic experiences of that year. Wide gaps were immediately seen.

The accompanying cassette is quite thorough and has a variety of British Isle accents. The listening selections are realistic both in the speaking rate and the amount of information students in an overseas setting might encounter. I do, however have one complaint about the book. I was instantly attracted by the text's cover, but was disappointed to find out that there was not one illustration in the entire book.

Reviewed by Waconda Erenda Clayworth
Keiai University, Sakura

Language and Culture. Claire Kramsch. Oxford: Oxford University Press, 1998. pp. 134. ¥2[illegible]50. ISBN: 0-19-437214-6.

Language and Culture is organized around the Emily Dickinson poem "The Attar from the Rose." Kramsch uses the poem to show the importance of cultural background in understanding the poem's deeper meaning and to illustrate key words like cohesion, symbolism, and narrative style. The poem is well chosen since its figurative meaning lies in the relation between nature, language, and culture. It is particularly instructive in the discussion of the debate on whether language determines culture and thought patterns or visa versa.

In the survey section, the bulk of the book, Kramsch does an admirable job of sifting through all that could be discussed regarding language and culture and distilling the key points. Chapters include such areas as: meaning as sign, meaning as action, spoken versus written language, identity issues, and politeness and face. She provides good examples of conversations across cultures, race, and gender by using excerpts from key authors like Lakoff and Tannen. The issues she presents are highly relevant to current research in the field, for example, the question of whether there is such a thing as a standard version of a language or who is to be considered a native speaker of a language. Her writing style is approachable and often captivating.

One weakness, however, is that Kramsch at times seems overly dogmatic on certain issues. When, starting with the Sapir-Whorf hypothesis, she examines the evidence for linguistic relativity, she argues strongly for a weaker yet adamant case for linguistic relativity. She neglects key evidence to the non-arbitrary nature of signs (the connection between words and their natural referents) by not even mentioning research on color terms or the like anywhere in her book. Similarly, she convincingly argues her position on current language and culture issues like language and power, linguistic nationalism, linguistic imperialism, and the English only movement without doing justice to opinions not her own. Still, making her biases clear adds impact to the controversial issues, which would not be as interesting if not discussed with passion. Others, though, may find her a bit preachy at points.

A well-chosen selection of excerpts and an excellent annotated reference section complete the book. After each reading excerpt there are some thought-provoking questions that require the reader to go beyond the text at hand. Other questions highlight key points, link two readings together, or connect back to arguments in the survey section. In addition, in the back of the book is a well-chosen glossary of the bold-faced key words that are in the survey section.

Language and Culture is part of the Oxford Introductions to Language Study series. The goal of this series is to provide an overview of key areas of linguistics for novices and others who need a general understanding of linguistics. This book would be useful to a person who needs to be refreshed on any of the areas covered. For those new to the field, its conciseness will likely mean that the person may have to seek outside help to clarify some of the terms and concepts.

Overall, I found Language and Culture to be well written and informative. Considering its compact size, it is an excellent reference with a great deal of well-organized information. Though biased in parts, it frames the issues clearly and uniquely integrates the information through the use of a poem.

Reviewed by Scott Bronner
T.I.E. Gaigogakuin

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of June. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Supplementary Materials

Grammar Contexts: A Resource Guide for Interactive Practice. Ziemer, M. Ann Arbor: University of Michigan Press, 1999.

Learner Independence Worksheets 2. Dexter, P., & Sheerin, S. (Eds.). Kent: IATEFL, 1999.

Using Functional Grammar: An Explorer's Guide (2nd ed.). Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. Sydney: NCELTR, 2000.

For Teachers

Contact the JALT Journal Reviews Editor to request the following books.

!**Language Teaching: New Insights for the Language Teacher**. Ward, C., & Renandya, W. (Eds.). Singapore: SEOMEO Regional Language Centre, 1999.

!**Professional Development Collection: Using New Technology in the Classroom**. Brown, K. Sydney: NCELTR, 1999.

Teacher's Voices 4: Staying Learner-Centred in a Competency-Based Curriculum. Burns, A., & de Silva Joyce, H. (Eds.). Sydney: NCELTR, 2000.

JALT News

edited by amy e. hawley

Let me start off this month by making an announcement for Junko Fujio, JCO Officer Manager, that JALT Central Office's bookkeeper, Yumi Matsuzaki, resigned as of the end of February. JCO and JALT would like to thank her for her hard work. She will be greatly missed and we all wish her the best of luck.

This month, JALT News includes the JALT CUE Conference 2000 Proceedings courtesy of Alan Mackenzie and the Call for Papers Project Work in the University Classroom courtesy of Keith Ford and Eamon McCafferty. These gentlemen have spent a great deal of time on preparation for both of these things so please take a look and get involved.

Finally, we have a report from David McMurray on the TESOL Convention that was held in Vancouver this past March. For further information on TESOL, there are two reports included in the May JENL that you may access from me or any participant at the May EBM.

Call for Papers: Project Work in the University Classroom

edited by Keith Ford and Eamon McCafferty for the CUE SIG of JALT

Purpose and Audience

This book is intended for tertiary-level EFL educators who have regular classes and want access to ideas and materials that promote active learner independence and motivate students through involvement in undertaking project work. We are looking for contributions from teachers who have developed tried and tested projects that they would like to share with fellow professionals.

We wish to provide a publication that is of immediate practical use to teachers. Rather than descriptive pieces, projects will be reproduced in their entirety for teachers to copy and use. Although many teachers may want to adapt materials to fit their own contexts, contributors are asked to provide hard copies of everything they use. This will include, for example, student instructions, reading materials and listening/video input, student guidelines for carrying out the project, and assessment procedures.

As a general guideline, projects should take from six to twelve 90-minute classes to complete. This period will, of course, include the whole cycle: introducing general topics/themes, topic-related input, the project process stage, project presentation stage, and reflection/assessment/evaluation stage.

Contributors should also supply a rationale and guidelines (limited to 500 words) for other teachers, possibly including advice on conducting the project, availability of any published materials used, etc.

For those wishing to get a greater understanding of project work from both a theoretical and practical perspective, we recommend Michael Legutke and Howard Thomas' *Process and Experience in the Language Classroom* (Longman, 1991).

While we do not wish to be prescriptive about what comprises a project, the following might be some key points to consider. Project work:

(a) allows for students to make choices regarding content,
(b) involves students in cooperative not individual decision making,
(c) emphasizes high levels of student-student interaction in the L2,
(d) encourages student responsibility and accountability, and
(e) promotes language development through self-discovery rather than through being taught a prescriptive syllabus.

Please feel free to contact us if you have any questions regarding this.

Deadlines/Additional information

An initial 250-500 word description of your project should be sent to Eamon McCafferty (eamon@gol.com) by June 15, 2000. Final project submissions by January 25, 2001, for publication in April 2001.

JALT CUE Conference 2000 Proceedings: Call for Submissions

(Open to all conference attendees)

CUE invites all conference participants to submit papers for a major publication on content in foreign language education in tertiary institutions. The proceedings from the CUE Conference 2000 will be launched at the JALT2000 conference in Shizuoka in November and distributed free to all CUE members. It will be a high-quality publication with an ISBN, and will be a documentary account of the state of content-based learning and teaching in Japan.

Attendees and presenters are requested to submit publications in the following categories:

1. Accounts of Presentations: Up to 2000 words. Descriptions of presentations or workshops given at the conference.
2. Reaction Papers: Up to 1000 words. Academic responses to presentations or workshops attended at the conference written by an author other than the presenter.
3. Summaries of Research: Up to 2000 words. Accounts by conference presenters or attendees of current research projects including brief literature review, methods, and expected or preliminary results.
4. Teaching Suggestions: 1000-1500 words. Concrete accounts by attendees or presenters of curriculum, course, uni,t and lesson plans.

General Submission Information

All submissions should: (a) be written in an academic manner, (b) conform to APA referencing conventions, (c) not be over referenced, and (d) relate to content-based education in tertiary institutions.

Send all submissions to Alan Mackenzie by email (asm@typhoon.co.jp) or on disk in either PC or Macintosh format, in plain text. Illustrations, graphs, tables and photographs should be sent as images in either GIF or JPEG form. If technical assistance is required, please contact Alan Mackenzie for advice.

The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication. For further details, please contact the Editor.

JALT Motions Help TESOL Navigate the New Millennium

reported by David McMurray,
JALT-appointed representative to TESOL

A recommendation to host at least one TESOL convention outside of Canada and the contiguous United States every five years, and a resolution concerning English entrance exams at schools and universities generated a lot of discussion at official meetings and in the halls of the beautiful Vancouver Convention and Exhibition Centre during TESOL 2000 convention week. Both these proposals were authored by JALT members. 7,700 teachers attended the 34th annual TESOL convention from March 14-18, 2000 and reflected on the theme *Navigating the New Millennium.*

At a meeting for leaders from over 90 affiliates in 58 countries around the world, the affiliate council unanimously voiced in the affirmative to recommend to the TESOL Board that an analysis be made on whether future TESOL conventions could be held outside of North America once every five years. The motion was authored by JALT representative David McMurray, Australia-NSW president Judith Mee, John Read of New Zealand, Robert Burgess from Thailand, Robin McKenzie of Scotland, and Ulrich of Germany. Donna Fujimoto, a Niigata JALT member who served at the meeting as incoming chair of the TESOL Affiliate Council, recommended the delegates consider recounting their votes by a show of hands just in case cultural differences might prevent some voters from speaking out their true intentions. The hands-up result was the same for this motion, however, and the affiliate leaders appeared genuinely interested to learn what the results of the analysis could mean to their estimated 30,000 members. TESOL 2001 is set for St. Louis; 2002 will be in Salt Lake City; 2003 is Baltimore; 2004 Long Beach; 2005 San Antonio; and 2006 is reserved for Philadelphia.

At that same affiliate council meeting attention then turned to a motion on entrance exams. The motion failed to garner enough support among the delegates, but at a meeting held simultaneously by the leaders of TESOL's various Interest Sections the motion narrowly won their favour. The final word on the issue was left to the 107 members who registered their voting cards at the gate to TESOL's Annual Business Meeting, which was monitored by JALT President Thom Simmons who serves as member of the TESOL Rules and Resolutions Committee.

David Nunan presided over the regular members' meeting. He called upon JALT member Larry Cisar, who chairs the TESOL Rules and Resolutions Committee, to read out the motion, and asked Tim Murphey, a JALT member who authors many articles in *TLT*, to also take the microphone to explain his motion *resolving that the membership of TESOL recommend that the Board of Directors address the issues of valid and reliable testing and the use of multiple forms of evaluation for purposes of entrance to schools and universities.*

There are currently 14,982 members of TESOL around the world that could really pack a punch at improving English entrance exams if they would all get behind such an effort. Murphey explained that improvement could be made, by

1. Requesting that writers of entrance exams make available to examinees and independent researchers evidence that measures are being taken to evaluate and improve the reliability and validity of their exams.
2. Lobbying for more than one form of entrance examination (e.g., tests, interviews, essays, recommendations, projects, school transcripts) that can be developed and used when possible.
3. Educating TESOL members regarding these issues through print and electronic media.
4. Facilitating discussion of these issues through various means, such as panels and forums.

Several attendees stood up to either oppose or to talk in favour of the resolution. For example, Robert Burgess (a member of Thailand TESOL) noted that test writers in his country were sworn to secrecy about their exams, and Kathy Bailey (the immediate past president of TESOL) said she didn't see anything in particular worrying about the wording of the motion. Discussion at the well-chaired meeting got straight to the point and the excellent debate was carried out within 15 minutes, at which time the "yeas" were found to be more numerous than the "nays."

The approval of the resolution means the editors of TESOL's various publications and of its affiliates such as JALT will likely encourage well-researched articles on student assessment practices which can serve to educate their professional members.

"Wow, that was such a great lesson,

I really want others to try it!"

「すばらしい授業！、これを他の人にも試してもらいたい！」

Every teacher has run a lesson which just 'worked'. So, why not share it around? The My Share Column is seeking material from creative, enthusiastic teachers for possible publication.

全ての教師は授業の実践者です。この貴重な経験をみんなで分かち合おうではありませんか。My Share Columnは創造的で、熱心な教師からの実践方法、マテリアルの投稿をお待ちしています。

For more information, please contact the editor <tlt_ms@jalt.org>

詳しくは、<tlt_ms@jalt.org>へご連絡ください。

TOWARDS THE NEW MILLENNIUM
新千年紀に向かって
JALT 2000
Granship, Shizuoka
グランシップ, 静岡
November 2-5, 2000
11月2~5日2000年

JALT2000 Conference News

edited by
l. dennis woolbright

Featured Speaker Workshops

JALT 2000, The Granship: Shizuoka Convention and Art Center, November 2

One of the most popular features of the JALT National Conference is the Featured Speaker Workshops. This year is no exception. With 12 workshops to choose from, we are offering a virtual supermarket of ideas for interested scholars to pick and choose from. Each three-hour workshop is highly interactive and practical in nature. As always, the workshops are held on the first day of the conference (November 2), in order to best give participants the chance to meet and speak candidly with the Featured Speakers. Afternoon workshops will run from 1:00 p.m. to 4:00 p.m., evening workshops, from 5:00 p.m. to 8:00 p.m. The fee for each workshop is ¥4000. Seating is limited, so be sure to sign up as soon as possible. Registration materials and more information on each workshop will be included in the pre-conference supplement in July.

Afternoon Sessions 1:00 p.m. – 4:00 p.m.

A-JS: Researching Gender in Language Education
Presenter: Dr. Jane Sunderland, Lancaster University, Department of Linguistics and Modern English Language
Sponsor: British Council/GALE (SIG)/WELL (forming SIG)
Focus: Research groups interested in gender are well placed to carry out projects which require large amounts of data, and/or which are concerned with gendered variation across contexts. Research as teamwork also has a valuable educational function for the researchers. In this workshop we will look at two research projects in the area of gender in language education carried out by members of a research group, and explore possible foci for and stages in workshop participants' own projects.

A-SW: From Corpus to Classroom: Dictionary Making and Use
Presenter: Ms. Sally Wehmeier, Managing Editor, ELT Dictionaries
Sponsor: Oxford University Press
Focus: This workshop will present the techniques ELT dictionary makers use to sift corpus evidence in order to present learners with necessary information. Participants have the opportunity, in groups, to test how their intuition matches the data the corpus provides. Once the question of what to include is resolved, participants are invited to have their say about how dictionary entries should be presented. The second part of the workshop focuses on dictionary usage in a teaching situation.

A-MC: Mind Maps: What are They and How do They Work?
Presenter: Prof. Miles Craven, Nihon University, College of International Relations
Sponsor: Macmillan Language House
Focus: This workshop will explore ways teachers can use the technique of mind mapping with their classes. Mind mapping techniques for the four skills of speaking, listening, reading and writing will be covered. Participants will prepare their own mind maps and be led through various communicative exercises they can use with their own students. This workshop will demonstrate a useful technique that can be effectively employed with classes of all ages and abilities.

A-CG: Writing Across Genres
Presenter: Mr. Christopher Gallagher, International Christian University
Sponsor: Aston University
Focus: This workshop will provide participants with a fast-track introductory course to a genre approach to teaching writing and its applications for the classroom teacher. It will be of particular interest to teachers of writing, but also any language teacher that has an interest in grammar and the connection between the contexts of language use and the texts that are created within them. It is intended to be very much hands on, with ample opportunity for application and discussion.

A-SM: Strategies for Dynamic Classroom Interaction
Presenter: Dr. Steven Molinsky, Director, TESOL Graduate Program, Boston University
Sponsor: Pearson Education Japan
Focus: This presentation will focus on strategies to help students remember vocabulary that has been introduced in class and to use grammatical structures in spontaneous and natural ways. The presenter will offer a typology of language acquisition activities designed to engage students in active, dynamic use of the language. Participants will be provided with a variety of exercises and tasks designed for motivating reinforcement of grammatical patterns and vocabulary items.

A-FO: Second Language Acquisition & Technology: The Time is Now
Presenter: Dr. Frank Otto, ELT Software Store, Founder & Chairman
Sponsor: ELT Software Store

Focus: This multimedia presentation will review the history of technology-based education and language acquisition software. See how technology and language training have come together in the past decade to create opportunities to both teachers and learners like the world has never seen before. Dr. Otto uses over 33 years of professional and academic experience to demonstrate why now is the time to be a part of this exciting field. Examples of this synergistic relationship will be demonstrated.

Evening Sessions 5:00 p.m. – 8:00 p.m.

E-NS: Travelling the Road to an Active Vocabulary
Presenter: Ms Norma Shapiro, Facilitator, ESL Teacher Institute, Teacher Trainer, Peace Corps, Los Angeles Unified School District
Sponsor: Oxford University Press
Focus: When students acquire new vocabulary, they follow five stages of learning words: 1) classroom comprehension, 2) retention, 3) recognition out of the original context, 4) production in speaking and writing, and 5) use in high level thinking skills.

After a discussion of language acquisition theory and a "mathematical look" at what it takes to become fluent, participants learn communicative activities and techniques for each of these five stages. A bibliography and handouts for teachers to use in their classrooms will be provided.

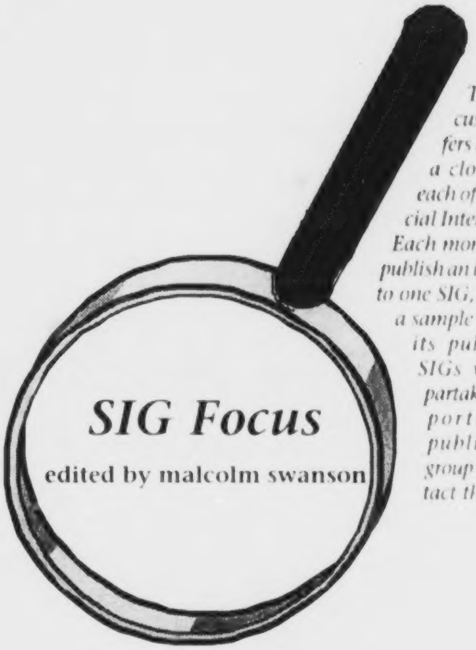
E-JI: Teaching Learning Strategies in Japan - CALLA Style
Presenter: Dr. Jill Robbins, Assistant Professor of English and Coordinator, Intensive English Program, at the Language Center of Kwansei Gakuin University
Sponsor: Pearson Education Japan
Focus: This workshop will focus on teaching listening and speaking strategies in Japanese classroom environments. The method demonstrated is based on the Cognitive Academic Language Learning Approach (CALLA), developed with Anna Uhl Chamot. Metacognitive control by learners is key to this approach. Participants will be guided through a think-aloud activity in order to gain a deeper understanding of learning strategies. Then participants create a lesson plan that adapts the CALLA method to their students' levels and needs.

E-LK: Integrating Multimedia into Language Teaching
Presenter: Mr. Lance Knowles, President and Founder of DynEd International
Sponsor: DynEd Japan
Focus: As schools and companies upgrade their language programs through computers and software, teachers need training and support, both for the technology involved and to better understand how to integrate classroom and multimedia activities. Besides addressing issues in language teaching, this workshop will provide participants with step-by-step analyses of multimedia lessons, different types of interactivity, and practical guidelines of how best to integrate multimedia into a variety of learning situations. Record keeping and Computer Assisted Tests will also be presented and discussed. Upon completion, demonstration programs and documentation will be given to participants, along with a Certificate of Completion.

E-JR: Designing Reading Materials for the New Millennium
Presenter: Prof. Jack C. Richards, Professor of Applied Linguistics, Regional English Language Center, Singapore
Sponsor: Cambridge University Press
Focus: In this workshop participants will first examine the nature of reading skills and consider different approaches to the teaching of reading comprehension. Problems posed by the use of authentic texts will then be considered, as well as the types of adaptations that are often necessary if authentic texts are to be used successfully. Participants will then examine exercises that can be used to develop reading skills before creating their own reading activities.

E-BT: Materials for Language in the Mind
Presenter: Dr. Brian Tomlinson, Senior Fellow, Dept. of English Language and Linguistics, National University of Singapore
Sponsor: Cambridge University Press
Focus: This workshop will focus on materials which aim to facilitate language acquisition through the stimulus of motor, sensory, cognitive and affective activity in the mind. We have developed such materials and have found that they can help learners of all levels and learning style preferences to improve. Participants will be given opportunities to experience and evaluate materials for language in the mind and they will be given opportunities to develop such materials for themselves.

E-DW: Grammar and Lexis in a Task-Based Methodology
Presenter: Dr. David Willis, Senior Lecturer, Centre for English Language Studies, University of Birmingham
Sponsor: David English House
Focus: Learners learn a language best by using that language to create and exchange meanings. However, current research shows that learners also need to work at language form—at grammar, vocabulary and the structure of text. In this workshop, we will analyse and produce teaching plans which begin with the performance of a task and then go on to provide work focused on the language used in the task.



SIG Focus

edited by malcolm swanson

The SIG Focus column offers a chance for a closer look at each of JALT's Special Interest Groups. Each month, we will publish an introduction to one SIG, along with a sample article from its publications. SIGs wishing to partake in this opportunity to publicise their group should contact the Editor.

The Teaching Children SIG

The area of children's English education is rapidly expanding in Japan, and will continue to expand. The plan to introduce English studies at the elementary school level has seen a rush by parents to have their children, as young as 18 months, join English classes in the hopes that their child will be "ready" for elementary school.

The Teaching Children SIG is concerned with the transitions and the issues in children's education, while also dealing with a broad spectrum of teaching situations, from pre-kindergarten children, to getting children ready for junior high school, to teaching the teachers who will teach the children and the trainers who will teach the teachers.

TLC (Teachers Learning with Children), the TC-SIG's bilingual newsletter, is published four times a year, with feature articles, regular columns, news, a comprehensive calendar of events for children's teachers around Japan and much more.

With its email discussion groups, tcsig@egroups.com and ssowners@egroups.com for small school owners, the TC-SIG caters to a rapidly growing educational market in Japan.

We hope that you enjoy the feature article by Bonnie Yoneda and the column by Toyama Setsuko.

For more information on joining the TC SIG or subscribing to or getting published in *TLC*, please contact:

TC SIG Coordinator Aleda Krause
Tel: 048-776-0392; aleda@gol.com

Read with Me: From Head to Toe

Toyama Setsuko

エリック・カールの「From Head to Toe」を英語のレッスンに役立てましょう。生徒の年齢・レベルに合わせたアクティビティもご紹介します。

From Head to Toe is one of the recent books written by Eric Carle, who my students never refer to without adding *-san*. They have read all his books in depth during my lessons so they feel as though they know the author personally.

From Head to Toe introduces various animals that move their body parts and then challenges children to do the same. You can teach animal names, verbs, and the modal "can." The children depicted do not look too young so you can use this book with older students. In fact I used the book with my 5th graders and they didn't think it was too babyish.

Each double-page spread has an animal on the left and a child on the right. The text follows a simple pattern and needs no translation as the meaning is clearly depicted. Children begin reciting the text after a couple of reading sessions by the teacher. This gives a great opportunity for children to sight-read the text in a short time. Try this book with any age group. (If you are coaching junior high students, read this book when they learn the modal "can," in the 2nd or 3rd semester of 9th grade in any Monbusho textbook.)

Step 1: Before Reading

Sing "Head, Shoulders, Knees and Toes" or "Hokey Pokey" and review body parts. The body parts introduced in From Head to Toe are: head, neck, shoulders, arms, hands, chest, back, hips, knees, legs, foot and toe. Give commands, "Touch your ___!" to reinforce the meaning of the words.

Step 2: Reading Together

Read the title on the cover slowly and clearly as you point to the gorilla's head and toe. Turn the page and show the inside title page. Read the title again as you point to the boy's head and toe. Turn the page and show the first double page spread. Use a different voice for "I am a penguin" and pause. Turn your head for all students to see as you read, "I turn my head." Read, "Can you do it?" with a rising intonation. Change your voice to read, "I can do it!" and turn your head again for students to see. Continue this "read and show" with all the pages. Encourage students to do the same movements you do and say "Can you do it?" and "I can do it!" When you have finished, close the book and show the back cover where a flamingo is raising its leg. You can improvise your own text, such as "I am a flamingo and I raise my leg. Can you do it? I can do it!" Most probably students will say, "I can do it!" with you.

Ask students to name the animals in the book. If a student says, for example, "penguin!" praise him by saying, "A penguin! Good!" Do not correct English at this stage but simply say it again with a correct article. Ask students to do the movement each animal does in the book. When they show you the movement, you can say, "Turn your head! Good!"

Ask students to share their favorite page. Open the book to that page and read the text again.

Read the book again if time allows. Continue this reading over four lessons at least. At the second reading, assign students to read, "Can you do it?" and have the whole class say, "I can do it!"

Step 3: After Reading

After Reading activities give students opportunities to use the language they have learned from the book in different contexts and situations. You can do any one of the following activities that suit the level and age of your students.

I'M A PENGUIN!

Tell students to be one of the animals in the book. Students take turns doing a movement specific to the animal, preferably the movement depicted in the book. Other students try to guess the animal's name. Each student says, "Yes. I am a (animal name)." This is most suitable for young students in grades 1–3. When students are familiar with this activity, encourage them to ask, "Are you a (animal name)?"

HEAD, SHOULDERS, NECK AND TOES

Substitute the body parts in the song "Head, Shoulders, Knees and Toes" with new words students have learned from the book. Make picture cards of the words or draw them on the board for visual support.

CAN YOU DO IT?

Make small cards for each of the verbs: *turn, bend, raise, wave, arch, wriggle, kick, stomp,* and *touch*. Make similar cards for the body parts. Reading through these cards, rather than relying on your memory, ensures that all vocabulary words are given equal classroom time. They can also assist you in giving quick commands to the students. For example, start with the command "Touch your (body part)." Then give commands as in the book: *turn your head, raise your shoulders*, etc. Lastly, shuffle your cards and make new commands: wriggle your head, raise your toe, etc. If you have time, add illustrations to these cards for visual support and have volunteer students give commands.

FAMOUS PEOPLE

Ask students to think of a famous person and what the person can do. Students take turns in sharing the name and the activity. Some samples from my students: "I am Ichiro. I can hit home runs." "I am Hiroko Shimabukuro. I can sing and dance."

MY FAMILY

Ask students to introduce their family members and what they can do. Help with new vocabulary. Students take turns in sharing the information. Example: "My mother can play the piano. My father can do judo. My brother can play soccer. I can swim."

About the author

Have you visited the Official Site of Eric Carle? A crawling caterpillar welcomes you on the homepage. It's one of my favorite sites and I access it once in a while to check on new books and events. You can even send an email to the author! You can also read how teachers all over the world have used Eric Carle's books. You can access it now at http//www.eric-carle.com/

About the book:

From Head to Toe. Eric Carle. A Picture Puffin. ISBN 0-14-056378-4

What the Frog Discovered

Bonnie Yoneda, Osaka Shoin Women's College

今日の変化の速いメディアに支配された世界にいる子供たちは、テレビやコンピューターゲームといった心の通わない世界のとりこになっている感じがあります。こうした子供たちを不思議でわくわくする楽しい物語の世界にそっと引き戻してあげることは、喜ばしい変化に違いありません。「3匹のこぶた」や「白雪姫」などをはじめとする様々なおとぎ話の世界を子供たちとともに旅し、そこから得るものを大切に心豊かにありたいものです。

One of the first ways young children have of learning about life and what it means to be human is through their contact with and understanding of the characters they meet in stories. Reaching out imaginatively for what we might someday become is essentially how we all come to know more clearly who and what we are. As children revel in and wonder at the lives in stories, they come to know both themselves and the world and begin to see that just maybe it is a world over which they can exercise some control. The events in the stories are a means of exploration, helping children to confirm, illuminate, and extend their own life experiences in ways that give them power over them.

Livo and Rietz (1986) explain that "'Story' is a universal mirror that shows us the 'truth' about ourselves—who and why we are. When we look into this mirror, we see daily routine and mundane circumstances transformed into something profound. 'Story' takes the ordinary and binds it into all of human existence, revealing the significance of the trivial" (p. 4).

In the words of Bruner (1986), a story provides a "map of possible roles and possible worlds in which action, thought, and self-definition are possible (or desirable)" (p. 66). Listen to children at play and the words you most likely hear are, "Let's pretend that . . ." and "What if . . ." Words like these indicate a desire to explore whether or not the roles they are trying on are workable, viable.

Lewis Carroll once called stories "love gifts." When we read stories to our children we are, indeed, giving them a gift. Storytelling creates for the listener a sense of mystery, of wonder, of reverence for life, but more importantly I feel, it creates a bond between teller and listener. My son used to beg for an *Anpanman* story every night before he went to bed. I know he doesn't remember the actual stories anymore, but what he does remember is the feeling of importance that Daddy found him special enough to take the time to tell him the stories. He'll remember the closeness, the sharing of those moments for the rest of his life.

Educators have long recognized that the arts can contribute to student academic success and emotional well being. As a folk art, storytelling is readily accessible to all age groups. No special equipment beyond the imagination and the power of listening is necessary to create artistic images. In this fast-paced, media-driven world in which we live, storytelling can be a nurturing way of reminding children that spoken words are powerful, that listening is important, and that clear communication between people is a real art.

Folk and fairy tales can be one excellent way of exploring the art of storytelling. They are one of the oldest educational tools through which cultures have passed on their values from one generation to the next. Through them we are able to observe the differences and commonalities of cultures around the world. They enable us to see the outcomes of both wise and unwise actions and the decisions that have been made. There is also an abundantly rich store of vocabulary, poetry and the music of language to be found in them. So, I invite you to return to your childhood memories of that magical world of faraway kingdoms where enchantment abounds, wishes are made, and dreams are fulfilled, and let them once again weave their special magic.

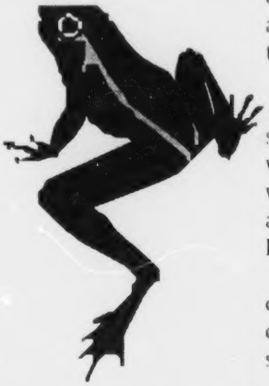
There are a number of ways in which to approach fairy tales, I believe, and I would like to explore the following four here: rhythm and rhyme, vocabulary skills, crafts, and role-play. Lois Stern, an active educator for over twenty years, states in her article, "Literature and the Young Child," that one of the ways the simple act of reading can help children become successful learners is in developing a sense of phonics through rhythm and rhyme. Listening to repetitive phrases where words end in the same sounds like in *The Three Little Pigs*: "Little pig, little pig, let me come in. No, no, not by the hair of my chinny chin chin. Then I'll huff and I'll puff, and I'll blow your house in"; in *Snow White*: "Mirror, mirror on the wall. Am I the most beautiful of all?" or in *Jack and the Beanstalk*: "Fee Fi Fo Fum. I smell the blood of an Englishman. Be he alive or be he dead, I'll grind his bones to make my bread," can help prepare the child for later success in learning phonics. Taking on the voices of the characters as you read, the gruff voice of the wolf, the squeal of the pig, the roar of the giant, will help to make it that much more entertaining and at the same time send the message that "reading is fun!" Most educators have a streak of the actor in them as well think, so go ahead, "ham it up!"

For those of you who are familiar with Carolyn Graham's *Jazz Chants*, you know what wonderful work she does with rhythm and rhyme. She has also produced *Jazz Chant Fairy Tales* that is simply delightful.

My son recently brought home a book from the school library entitled *Taihen, Taihen*. I didn't realize, as I glanced at the title, that it was a retelling of an old English-language folk tale called "Chicken Little," until I heard him muttering to himself about what a "stupid" story it was. I asked him what he was reading and he proceeded to tell me the story. I became rather excited and said, "Oh, don't you remember me reading that to you when you were a baby?" "No, Mom, I don't, and it's all right, I don't care," he replied. Well, I couldn't let the opportunity pass of course, and went to hunt up "Chicken Little." He was right of course. It is a bit nonsensical but what great rhythm and rhyming practice! "Where are you going Chicken Little, Cocky-Lockey, Ducky-Wucky, Goosey-Loosey, and Turkey-Lurkey," asked Foxy-Woxy. "Oh, the sky is falling and we must go and tell the king."

Aidan Chalmers (1973) in his book, *Introducing Books to Children*, offers the following: As children listen to stories, verse, prose of all kinds, they unconsciously become familiar with the rhythms and structure, the cadences and conventions of the various forms of written language. They are learning how print "sounds," how to "hear" it in their inner ear. Only through listening to words in print being spoken does anyone discover their color, their life, their movement, and their drama.

Folk tales and fairy tales have contributed many of the basic words and phrases we find in speech and literature today. Many simple, ordinary conversations contain references to some of the more common tales such as "mirror, mirror," "oh, what big eyes you have," "wave a magic wand," "Prince Charming," and "Fairy Godmother." Acquainting our children with those phrases now can help them with their communication and comprehension skills later on, I believe. Making word cards to introduce new vocabulary, as well as to reinforce words that are already familiar to them, is a good way to work on vocabulary skills. Children can begin to recognize the words and what they mean while hearing the story, especially if you point to the word each time you say it. Making rebus sentences using the word cards and flannel board figures from the story can be an interesting way to tell or retell the story. The settings and flannel board figures will be in parentheses. For example, from *Goldilocks and the Three Bears*: (Goldilocks) tasted the (biggest bowl of porridge). (Goldilocks) sat in (Baby Bear)'s (little chair). (Baby Bear's) (smallest bed) was just right. From *Little Red Riding Hood* you might have: (Little Red Riding Hood) went to (Grandma's house). (The Wolf) jumped into (Grandma's bed). (Little Red Riding Hood) ran from (the Wolf). Encourage the children to make up their own sentences using the vocabulary they've just learned. Have them draw pictures of some of the new words if they can. Learning by association is often more lasting and meaningful.



After working on the rhythm, rhymes, and vocabulary of the stories, making crafts is a fun activity to do together. Most children seem to love cutting, pasting, coloring, and putting things together. There are many wonderful crafts that can be created from fairy tale themes. Kathy Ross has put together some very good ideas in her book, *Crafts From Your Favorite Fairy Tales*. She has chosen some of her favorite tales from childhood, but the crafts are easily adaptable to any fairy tale you wish. Some of the ideas are puzzles, puppets, mobiles and story box theaters. This latter is very much like the *kamishibai* you find here in Japan. Crafts are something that can cross all age groups, I believe. My seminar class for college juniors and seniors worked on this for their final project and all reported how much fun they had had doing it! Just goes to prove you never outgrow some things, I guess.

For a final project with your stories, role-play can be a satisfying way of ending. Invite the children to recreate the stories, acting them out in character. You can take the part of the Wolf or the Wicked Witch and watch how much fun the children have getting rid of you! If you can provide props and costumes so much the better. As an alternative, you may choose to have the children use puppets or some of the crafts they have created.

Throughout all of these approaches the basic message is the same: Have fun! Reading is fun. Stories are fun. Although I have not tried any of these ideas with children, I have used them quite successfully with college students. I welcome any feedback on how successful, or unsuccessful, they are with your students. I would like to close here with a story that I particularly like as it sums up my feelings about storytelling very well.

I've heard tell that a long time ago when the world was very, very young, the creature we now know as Frog was very unhappy.

"No tail," he wailed, "No tail at all!"

He went before Nyami, the great and powerful Sky God, and demanded justice.

"Lion has a tail. Tiger has a tail. Elephant, Monkey, Hedgehog . . . why even Lizard has a tail! They all make fun of me. Please, Sky God, send me a tail of my own."

After a silence, Nyami spoke. "With your tail will come a task. Will you tend to my well and share its sweet water with all who are thirsty?"

"Of course I will," croaked Frog eagerly.

In return for that promise, the Sky God sent him a most beautiful tail, unlike any we see in these parts today. For a time all was well, until the rains refused to fall and a terrible drought came upon the land.

One by one the streams and rivers dried up. When the parched animals came to the well, Frog turned them away saying, "There's no water here."

Creatures large and small were denied. Smelling a broken promise, Nyami came to investigate. Without looking to see who it was, Frog called out, "There's no water here!"

Furious, Nyami made Frog's tail wither and disappear. To keep Frog from forgetting, new frogs are born with long tails, which they lose as they grow up. So it is to this very day, helping us all to remember that which Frog discovered long ago: A good "tale" is meant to be shared!

Go and share your stories!

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SIG News

edited by robert long

Interested in learning more about your SIG? Please feel free contact the coordinators listed after this column.

分野別研究部会について詳しくお知りになりたい方は、下記掲載の各部会コーディネーターまでご連絡ください。

Material Writers: MW welcomes the arrival of three new officers: Larry Davies takes over the management of our website, relieving Bob Keim and Chris Doye; Yukio Hirayanagi relieves Yoko Chase as *TLT* Liaison; and Sherri Leibert is starting up a dedicated email list for Materials Writer issues. Many thanks to our outgoing officers for their long dedication, and a hearty welcome to the newcomers. For a complimentary copy of our newsletter, please contact the editor, Christopher Weaver at ctw@wa2.so-net.ne.jp

OLE: On April 9, the joint Matsuyama JALT April 2000 & Other Language Educators SIG meeting had 4x4 in Matsuyama:

- 4 *Languages*: French, German, Korean, Spanish
- 4 *Teachers*: Chi Jong-Hi, Kenji Kamie, Danielle L. Kurihara, Maria Ines Toriishi
- 4 *Institutional Environments*: College, Private, University (National), University (Private)
- 4 *Teaching methods*: Self Image, Introduction, New Media, 4 Skills

For those interested, the materials will be published in coming *OLE Newsletter* issues. For more information, contact Rudolf Reinelt.

4月9日に松山支部と共催で行った会合での資料を次号の会報に掲載する予定です。詳細は、Rudolf Reineltまで。

CUE: Call for papers. On CUE aims to provide a forum for the presentation and discussion of research, ideas and curriculum activities of interest to College and University Language Educators. Feature articles of around 2000 words are welcome, as are shorter pieces for the columns From the Chalkface, Opinions and Perspectives, and Focus on Language, and book, software and website reviews. Full submission guidelines are available from the editor, or from the CUE website: http://www.wilde-e.org/cue. Abstracts of papers published in college and university bulletins are also sought for the new "Research Digest" column, the aim of which is to make such research more widely accessible, and to build up a picture of the diverse, but often hidden, research activity going on in Japan. Deadlines: Feb. 1, June 1, Sept. 1. Contact the editor, Michael Carroll; fax: (075) 645 1734; michael@kyokyo-u.ac.jp

大学語学教育部会の会報「On CUE」では、大学語学指導分野における研究、指導案、カリキュラム等に関する記事を募集しております。特集記事(2,000字)をはじめ、各コラムへの投稿も歓迎しております。詳しくは、編集長のMichael Carroll（連絡先は英文を参照）までお問い合わせください。

Cross Culture (forming)—The newly forming Special Interest Group is hoping to become an affiliate of JALT. The SIG focuses on theory, research, and actual school and classroom practices in cross-cultural behavior and training in language education, the impact of culture and cross-cultural conflicts on teaching and learning languages, intercultural communication and the socio-cultural aspects of language learning and teaching. If you're a JALT member interested in these topics, please join Cross Culture SIG. If you're not a JALT member, participation in the Cross Culture SIG would be a good reason to join. Our newly forming SIG needs people to serve as officers and co-officers. It's a great chance to expand your practical and professional experience, improve your credentials, and network with others who are researching and reflecting on intercultural issues in teaching.

現在、異多文化部会がJALTの準部会として承認されるべく努力しております。文化を背景として行動様式に関する理論、研究とその指導方法、また、語学の指導や学習における文化や異文化衝突の及ぼす影響、そして、語学指導及び学習の異文化間交流と社会文化的側面等に焦点をあてております。新入会員および役員を募集しております。

SIG Websites

For more information on SIGs and their publications, please visit any of their websites:

Bilingualism SIG—www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/
CALL SIG—www.jaltcall.org/
CUE SIG - On CUE—www.wild-e.org/cue/oncue_archive/preva.hmtl
The GALE Newsletter—www2.gol.com/users/ath/gale/newsletter.htm
GILE SIG—www.jalt.org/global/index.html
FLL SIG—www.aasa.ac.jp/~dcdycus/
Literacy Across Cultures—www.aasa.ac.jp/~dcdycus/LAC.HTM
Jr/Sr High SIG—www.esl.sakuragaoka.ac.jp/tsh
Learning Learning (LD SIG newsletter)—www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/LLE/indexE.html
MW SIG—www2.gol.com/users/bobkeim/mw/mwcontents.html
PALE SIG—www.voicenet.co.jp/~davald/PALEJournals.html
TE SIG—members.xoom.com/jalt_teach/
T&E SIG—www.geocities.com/~newfields/test/index.html
Video SIG—members.tripod.com/~jalt_video/
Video Rising (Video SIG newsletter)—members.tripod.com/~jalt_video/pub.htm

SIG Contact Information

Bilingualism - Peter Gray, t/f: 011-897-9891(h); pag@sapporo.email.ne.jp; website www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/

Computer-Assisted Language Learning - Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); elin@gol.com; website www.jaltcall.org/

College and University Educators – Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp; website www.wild-e.org/cue/oncue_archive/preva.hmtl

Global Issues in Language Education – Kip A. Cates; t/f: 0857-31-5650(w); kcates@fed.tottori-u.ac.jp; website www.jalt.org/global/index.html

Japanese as a Second Language – Stacey Tarvin Isomura; stacey@gol.comJunior and Senior High School-Barry Mateer; t: 044-933-8588(h); barrym@gol.com; website www.aasa.ac.jp/~dcdycus/

Learner Development – Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp; website www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/LLE/indexE.html

Material Writers – James Swan; t/f: 0742-41-9576(w); swan@daibutsu.nara-u.ac.jp; website www2.gol.com/users/bobkeim/mw/mwcontents.html

Professionalism, Administration, and Leadership in Education – Edward Haig; f: 052-805-3875(w); haig@nagoya-wu.ac.jp; website www.voicenet.co.jp/~davald/PALEJournals.html

Teacher Education – Lois Scott-Conley; lois.scott-conley@sit.edu; website members.xoom.com/jalt_teach/

Teaching Children – Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com

Testing and Evaluation – Leo Yoffe; t/f: 027-233-8696(h); lyoffe@edu.gunma-u.ac.jp; website www.geocities.com/~newfields/test/index.html

Video – Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp; website members.tripod.com/~jalt_video/

Affiliate SIGs

Foreign Language Literacy – Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com; website www.aasa.ac.jp/~dcdycus/

Other Language Educators – Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp

Gender Awareness in Language Education – Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); cheiron@gpwu.ac.jp; website www2.gol.com/users/ath/gale/newsletter.htm

Forming SIGs

Pragmatics – Yuri Kite; ykite@gol.com; Eton Churchill; PXQ00514@nifty.ne.jp; Sayoko Yamashita; t/f: 03-5803-5908(w); yama@cmn.tmd.ac.jp

Applied Linguistics – Thom Simmons; t/f: 045-845-8242; malang@gol.com

Cross Culture – David Brooks; t: 042-778-8052(w); f: 042-778-9233; dbrooks@planetall.com

Chapter Reports

edited by diane pelyk

Gunma: January 2000—*The Shortest Poem in the World* by David McMurray. The presenter gracefully guided the participants through an array of *haiku* written by both master *haiku* artists, his students, and himself. In introducing the poems, he interspersed anecdotes of *haiku* history, so vivid and heartfelt that many participants probably felt the urge to travel to Matsuyama, the home of *haiku*, or at least visit their *haiku* website at www.cc.matsuyama-u.ac.jp~/shiki.

Applications of the art to the classroom are quite varied and can be adapted for students ranging from elementary to university level. Various skills such as pronunciation, oral communication, vocabulary, and composition can be enhanced. As haiku allows students to express their feelings by using only a few words, many feel liberated from the complexity of grammar rules.

Although common belief holds that *haiku* consists of three lines with a 5-7-5 pattern of symbols, the ancient tradition does not insist on such rigidity. Since English syllables tend to be longer than Japanese sounding symbols (*onji*), a Japanese *haiku* of 17 syllables roughly corresponds to 12 in English. McMurray suggests a 5-3-5 pattern when writing in English and pointed out that many English *haiku* are not written in 3 lines at all.

In the spirit of the workshop, McMurray gave out Japanese white paper boards and encouraged us to write our own *haiku*. We later recited them and had a contest. I will leave you with the winning piece by Rikki P. Avecilla:

Sun appears
Sparkling, serene
Water flows

Reported by Renée Gauthier Sawazaki

Hokkaido: March 2000—*Full Disclosure: Writing and Publishing Short Stories* by Michael Fessler. Some people make words dance. With this opening comment, Fessler unknowingly provided the ideal way to describe his informative presentation on writing and publishing short stories. Displaying his talent for storytelling, as well as for writing, Fessler shared engaging excerpts from his published works and some secrets of his success.

Although his writing explores an intriguing array of themes and characters, perhaps somewhat autobiographical, many of Fessler's stories follow the adventures of Henry Stark, an expatriate university teacher attempting to understand Japanese life and customs. In his fifteen years of teaching in Japan and ten years writing, Fessler has published over twenty stories in various journals including the New Orleans Review, Kyoto Journal, the Hawaii Review and many others. His writing has also been featured in The Broken Bridge: Fiction from Expatriates in Literary Japan.

Behind the glory of appearing in print, there is the hidden side of being published. In dramatic fashion, Fessler produced a flurry of rejection slips. Borrowing the words of novelist and poet David Wagoner, he advised, "Until you've wallpapered your room with rejection slips, you haven't begun." Rather than dwelling on the negative, however, Fessler recommended paying attention to the whole message. A rejection slip that says, "Not suitable for us but well written," for example, suggests that your story has potential and you should keep submitting it.

Fessler shared ten candid suggestions for writing effective short stories.

1. Good stories have one main action or focus.
2. Fiction is friction. Conflict should be present.
3. Chance should not be disdained. Be alert for stories happening around you.
4. Rework the classics (used plots) to get your imagination going.
5. Borrow famous people as characters, but remember to change their names and histories.
6. Be aware of the visual and plastic qualities of print in shaping your story.
7. Stories should land, not crash. Capture meaning in the story, not in an overloaded ending.
8. Set your own deadlines for finishing a story. Don't let it yawn into infinity.
9. Writing is impossible, but the writer does it anyway.
10. Disregard the previous nine suggestions if they don't apply to you. Anyway you can get the story written is the right way.

Reported by Mark Hamilton

Kitakyushu: March 2000—*Aliens in University Language Programs* by Daniel T. Kirk. Kirk prefaced his history of the employment of alien language teachers by the Prefectural University of Kumamoto by articulating his three basic assumptions:

1. All teachers should participate on an equal basis with their colleagues in university life irrespective of nationality.
2. No discrimination is ever good.
3. All faculty members should be protected by the same political framework and expected to make the same contributions to the community.

In 1982, the category of "special, irregular, temporary/part-time foreign teacher" was created for the non-Japanese members of the faculty at the Prefectural University of Kumamoto. Those teachers protested their status as discriminatory since their obligations were the same as those of regular faculty members. In 1994, when the university wanted Monbusho approval of a new department, it hired a number of foreigners as well as Japanese nationals as *sennin kyoshi* which was translated as "full-time faculty members" in the English version of the documents. In fact, only the foreigners had limited-term contracts. Years later when this discrepancy was brought to the attention of Monbusho, which agreed that the translation was accurate, the ministry gave the university the Orwellian advice to retroactively alter the documents.

Barred from joining the university professors' union because of their irregular status, the foreign teachers formed the Kumamoto General Union in 1997, but within five months the university broke off relations with them, in contravention of the labor law. On the advice of their lawyers, the union members have refused to sign contracts that single them out for special status and have been working to build awareness and support in the local community. These efforts have been rewarded by positive press coverage and community support, but not from the other faculty of their own university.

At the end of September 1999, all six special-status teachers were told their contracts would not be renewed. Recently, two of the remaining teachers, both family breadwinners, were told to vacate not only their university offices but also their homes (for which the university served as a guarantor). The union has filed for an injunction to halt the firing and eviction process until differences can be settled through negotiation.

Kirk stressed that the situation at his university was not unique and that all workers should be union members and aware of laws that protect them. He discussed the negative impact of discriminatory employment practices on students and the wider community.

He quoted a remark by a student at a recent rally, "When enough nails finally stand up, no one will be able to hammer them down."

Reported by Margaret Orleans

Nagoya: February 2000—*Nice Talking With You* by Tom Kenny. Many English conversation textbooks place great emphasis on transactional instead of interactional language. In his book, *Nice Talking With You*, Tom Kenny hopes to redress the imbalance. Kenny began this presentation by giving examples of some simple lexical phrases which can be used to open and close conversations, and inviting the audience to use these phrases in two-minute timed conversations with each other. We were then shown videos of students engaging in timed conversations and asked to identify any strategies they used which seemed to create an effective conversation. The most effective conversations seemed to be those in which partners developed good rapport by showing interest in each other, asking for clarification, and dealing with possible breakdowns by checking understanding and repeating or rephrasing. Kenny illustrated that these strategies were often achieved by the lexical phrases such as "Yeah, me too," or "Really? I didn't know that," which can be used over and over again in a variety of conversations regardless of topic.

After a brief discussion, Kenny demonstrated a principled approach to the teaching of these phrases. So that students are able to focus more easily on the phrases themselves, topics are kept simple and cover general areas such as sports, hobbies, school, and family. Students participate in short timed conversations to help them develop their fluency in using these phrases. The students measure their progress by gradually lengthening their conversations, watching videotapes of their conversations, and keeping a journal.

Reported by Bob Jones

Omiya: September 1999—*Grammar Consciousness-Raising Tasks* by Noel Houck. Although the adoption of focus-on-form activities in the communicative classroom is becoming more widespread, there has not been much research into the effects of such activities on learner English or what kind of forms can be easily used for instruction. At first the presenter drew heavily on recent advances in the field and the work of Rod Ellis into rule formulation, how consciousness-raising tasks work, and his model of possible points of teacher intervention into L2 acquisition. Houck then introduced us to grammar consciousness-raising task creation and organization. These meet both the need to address recurring problems in learner production in communicative classrooms and the need for tasks focusing on a particular grammatical construction in more formal exam-oriented classrooms.

We were given actual task sheets designed to reinforce a rule for the use of "for" and "since," then invited to discover possible areas of difficulty for our learners. Afterwards, Houck took us through the steps of task creation using the previous task as a model. We were then ready to attempt to devise a rule and task to focus the student's attention on the differences between "too" and "either." It quickly became apparent that Houck's stricture to keep the rule and activities simple and relevant to a certain group of learners was much more difficult than expected. A considerable amount of effort is necessary on the teacher's part to ensure that the examples in the task reflect accurately the rule being illustrated, so that the learners obtain the maximum benefit. During the creation of the rule and the task activities, Houck's earlier discussion of the background to grammar consciousness-raising tasks became very real and pertinent to our classroom situations.

Omiya: November 1999—*Three-Minute Speeches* by Dennis Woolbright. When developing an oral English curriculum at his college, Woolbright wanted to ensure that every student had the opportunity to make a 3-minute speech in English before graduation. The best speeches are then chosen for the school festival speech contest in October. At the end of the presentation, we had the opportunity to judge three of the best speeches for ourselves using the peer evaluation sheets developed by Woolbright.

Having established that the members of the audience were facing problems similar to those he had encountered, Woolbright shared some of his successful techniques with us. Perhaps the most difficult part of any speech is the delivery. Woolbright's students practiced standing up and walking to the podium to develop a good posture and overcome the fear of embarrassment. Another technique is for students to stand in a circle and take turns establishing eye contact with other members, a problematic area for Japanese learners. He stressed the importance of "there is always next week to try again," so that a student is saved the agony of delivering a whole speech from beginning to end. One line is enough.

Finding a topic is a difficult area for some students. Woolbright is a great believer in sending his students to the library to conduct research. He encourages them to interview parents, friends, and classmates to give them more interesting material for their speeches. For some students, the most difficult step is realizing that others want to listen to their opinions.

Once an initial draft has been completed, the presenter cuts the students' speeches into sentences and encourages them to rearrange the sentences, so that the most important point comes first. He stressed that to be effective, a speech should always be cut down, never lengthened. Having native English speakers record the completed speech provides the students with a model for further practice, but Woolbright feels these recording should be 100% more dramatic in order to make the students' delivery more interesting.

Both reported by Evelyn Naoumi

Chapter Meetings

edited by tom merner

Akita—A meeting is scheduled either on June 10 or 24 at MSU-A. Final and detailed information will be provided later.

6月10日または24日に支部会合を予定しております。後日、詳しい内容をご連絡します。

Chiba—*An Introduction to Mystery Train—An Alternative Text* by Mike Hnatko. The presenter shows the revolutionary way to discuss one of the questions most frequently discussed in language classes: comparative cultures of East-West. A few short scenes of Jim Jarmusch's "Mystery Train" (a movie about different cultures) will be analyzed in detail using techniques of both film criticism and teaching languages. *Sunday June 18, 11:00-13:00; Chiba Community Center (Take JR monorail from Chiba station to Chiba-shiyakushomae); one-day members 500 yen.*

映画「ミステリートレイン」を分析し、語学授業の中でもっともよく話題に上る文化の相違について画期的な方法で議論を進めます。

Fukuoka—*Teaching Literature: A Guide for English Teachers* by Hugh Nicholl. This presentation explores the teaching of literature and cultural history (in English) in Japanese university classes, with a focus on preparing students to write their American Studies graduation theses in English. The presenter discusses the role of literature texts in preparation for advanced-level work. While primarily appealing to university teachers, extensive reading, the lexical approach, and writing instruction are addressed. *Sunday June 18, 14:00-17:00; Aso Foreign Language Travel College (map on website); one-day members 1,000 yen.*

Gifu—*Writing*. Sean Gaffney of Nagoya Women's University will demonstrate how we can use a variety of activities to liven up a writing class. *Sunday June 25, 14:00-17:00; Dream Theater (www.mirai.ne.jp/~dorigif/ana2.htm), Gifu City; one-day members 1000 yen.*

Gunma—*Pair Discussions; Contextualizing Communication* by Barry Mateer, Nihon University's Buzan Jr/Sr High School. The presenter will demonstrate student-initiated and student-monitored Pair Discussion, an approach developed over his 17 years of teaching. *Sunday June 25, 14:00-16:30; Maebashi Kyoai Gakuen College (t: 027-266-7575); one-day members 1000 yen, students 200 yen, newcomers free.*

学習者主導型のペアディスカッションを通して、学習者は互いに相手の意図するところを理解しようとし、自ら考え、言葉を選び、コミュニケーション能力を高めます。Barry Mateer氏が、自身の17年間の指導経験を通して開発したペアディスカッションのアプローチを紹介します。

Hamamatsu—*English for Intercultural Communication* by Yoshida Kensaku, Sophia University and co-author of *J-Talk* (Oxford UP) and other titles. Japanese need to learn communicative English to communicate with people who cannot speak Japanese—and these people invariably will come from different cultural and social backgrounds. The need to study English, therefore, entails the learning of strategies to communicate with people from other cultural and social backgrounds. We will look specifically at two models developed for the teaching of English for Intercultural Communication. *Sunday June 18th, 13:00-16:00; Create Hamamatsu (5 minutes' walk from Hamamatsu Station); admittance free.*

日本人が英語を勉強する理由は、他の日本人とコミュニケーションを図るためではなく、日本語が通じない人とコミュニケーションしなければならないからです。そして日本語が通じない人と言うのは、日本人とは異なる文化的、社会的背景を持った人です。ここでは、このような異文化間のコミュニケーションを行うためのストラテジーとして、2つのモデルを提案します。

Hokkaido—*JALT Hokkaido 17th Annual Language Conference: Education for the Twenty-First Century*. The Conference will feature presentations by individuals and publishers on the following topics: Pedagogy research and how it can be applied in the classroom; Syllabus and materials design; Classroom management; CALL and other ways to use technology for ESL learning; Cross-cultural communication; Successful techniques you have used for improving listening and speaking skills. Conference details including the program schedule, abstracts, guest fees to be charged, map to the site, etc. will appear on our home page at www.crosswinds.net/~hyrejalthokkaido/JALTPage/. There will be a large variety of educational materials on display, with the publisher representatives present to answer questions. Food and beverages can be bought on the premises on both days. *Saturday and Sunday, June 10-11, 10:00-17:00 both days; Hokkaido International School (1-55, 5-jo 19-chome, Hiragishi Toyohira-ku, Sapporo).*

JALT北海道支部は、6月10、11日の2日間にわたって、北海道インターナショナル・スクールにおいて「21世紀の教育」と題して、恒例の支部大会を開催します。主として以下のような発表を予定しています。

・教授法研究と授業への応用
・シラバスと教材設計
・授業運営
・ESL学習のためのCALLおよびテクノロジーのその他の利用法
・異(多)文化間コミュニケーション
・リスニングとスピーキング力向上のための効果的な指導法

プログラム、発表要旨、会場への道順、参加費などの詳細については上記のウェッブページをご覧ください。教材展も併せて開かれ、出版各社が皆さんの質問に答えます。軽食の用意もあります。

Ibaraki—*Beyond Groupwork* by Jane Nakagawa, University of Tsukuba. Pairwork and groupwork are common in EFL—but are they cooperative learning? Learn to recognize the difference, and discover the difference bona fide cooperative learning can make in your courses. Classroom activities will be demonstrated. *Sunday June 11, 13:30-17:00; Mito Shimin Kaikan; one-day members 500 yen.*

Nara—*Japan and Its Culture in the ESL/EFL Classroom* by Charles Rogers with Nara Chapter Collaboration. Charles Rogers will discuss his own teaching method along with his book titled *Cowboy Basic English Conversation.* The focus of his presentation will be on how to get practical and measurable results from every lesson. He will introduce a system for English conversation that is teacher friendly, easy to learn (for students of all ages) and easy to follow. The second part of the program will be a Nara Chapter collaboration (My Share) with some members sharing language teaching methods they use in their classrooms. Focus of ideas will be for Jr. and Sr. high school level. *Saturday June 10, 14:00-17:00; Tezukayama College (Gakuenmae Station); free to all.*

Kanazawa—*Making Interactive Study Material with Hot Potatoes* by Peter Ruthven-Stuart, Hokuriku University. The presenter will demonstrate how teachers without web authoring knowledge can create study material (including cloze tests and multiple choice activities) incorporating sounds and movies using Hot Potatoes, a free authoring tool. The material can be saved to a disk or server, and students can access the material on any computer with an Internet browser. Details can be found at: http://www.nsknet.or.jp/~peterr-s/. *Sunday June 18, 14:00-16:00; Shakai Kyoiku Center, 3-2-15 Honda-machi.*

Kitakyushu—*Don't Ask "Can Japanese Students Debate?" Ask "How?"* by Dominic Marini, Fukuoka International University. Should language teachers bother teaching debating? If you do decide to teach debating, what resources can you access? Regardless of your approach, what are possible roles of the teacher, students, and local knowledge? Learn from the presenter's own mistakes! The presentation will feature narrative, workshopping, and questions which any teacher can ask themselves, regardless of their students' level. *Saturday June 10, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—*Songs in Language Teaching* by Kim Kanel, Kinki University. The use of music and songs in the classroom stimulate interest and motivation and help to create a relaxed mood, while lyrics provide authentic text that promotes active listening and discussion. This presentation will describe how specific language skills can be taught through songs and give suggestions for song selection, material preparation and classroom procedures, together with a sample lesson plan. *Sunday June 18, 13:30-16:30; Kobe YMCA 4F LETS.*

Matsuyama—*Storytelling and Teaching Writing* by Curtis Kelly, Heian Jogakuin University. Stories are magic. If you have ever told them in the classroom, then you know their power. Let us explore the power of stories together: why they appeal to us and how you can use them to personalize your class. If you teach composition, then you probably have many questions about the pedagogical use of stories. The presenter will answer these questions by providing some little-known theories and methods for teaching writing, explaining writing as a process of self-discovery. *Sunday June 11, 14:00-16:30; Shinonome High School Kinenkan; one-day members 1000 yen.*

Miyazaki—*Motivating Japanese Children to be Active Learners* by David Paul, David English House and author of *Finding Out* (Macmillan/Heinemann) and other titles. In this presentation, the presenter will suggest how we can train Japanese students to become active learners by nurturing and strengthening children's natural curiosity and presenting structures through student-initiated activities. The presentation will be full of ideas for games and songs which work with Japanese children and include an introduction to learning reading and writing through a simplified approach to phonics. *Sunday June 18, 14:00-16:00; Miyazaki Girl's High School; admission free.*

Nagasaki—*Culture and Education in Japan* by Ushijima Youichirou. In this intercultural discussion and workshop by the director of Chikyukan International Center in Nagasaki, we will be examining the purposes and goals of teaching or learning English in Japan. What are our own extrinsic or intrinsic motivations for being here? While this workshop may not have all the answers, we hope to propose some provocative questions for all participants—primary, secondary, college or simply interested—to think about and exchange views about. *Sunday June 25, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members and students 1000 yen.*

Niigata—*English as Communication* by Yoshida Kensaku, Sophia University. People have been talking about teaching English for the purpose of communication now for quite awhile. However, teaching English for the purpose of communication somehow misses the real meaning of Communicative Language Teaching. The presenter will try to show that the real meaning of CLT is in conducting the class itself as a communicative process and in getting the students to learn to use the language in the process. *Sunday June 11, 10:30-12:30; Sanjo High School; one-day members 1,000 yen, students 500 yen.*

Okinawa—*Conversational Management Strategies*

by Janet Higgins and Simon Capper. Stringing a few sentences together does not make a conversation. A smooth successful satisfying conversation is orchestrated by the use of strategies which native speakers use unconsciously. By using their L1 strategies in the L2 they run the risk of being judged negatively. In this workshop the presenters will identify both verbal and non-verbal strategies and will demonstrate awareness raising and practice activities that are useful and fun. *Sunday June 25, 14:00-16:00; Okinawa Christian Junior College; one-day members 500 yen.*

Janet Higgins氏と Simon Capper氏が英語学習者に必要なジェスチャー、表情など非言語的な側面を効果的に教える方法を紹介します。

Omiya—*The STEP Interview Tests* by Laura MacGregor, Sophia University and author of *Pathfinder.* This workshop will begin with a report of the results of questionnaires and interviews conducted among a group of examiners and examinees who participated in the STEP interview tests in July 1998. It will explore test preparation, test contents, and test evaluation. Next, feedback from examiners and examinees and a set of recommendations to STEP will be presented. Finally, information will be shared on how teachers can help prepare their students for success on the STEP interview tests. *Sunday June 18, 14:00-17:00; Omiya Jack, 6th floor (near Omiya station, west exit); one-day members 1000 yen.*

1964年に始まった英検 (STEP)のテスト内容を受験者、試験官の経験を基に検討し、口頭試験の対策を探ります。

Tokushima—*A Dramaworks Presentation on Star Taxi* by Theo Steckler and Marc Sheffner. Star Taxi is a workshop which gives participants a new way to use drama in the classroom, but requires no previous drama experience. It is great for all levels of instruction. Participants at other JALT venues have given rave revues! *Sunday June 25, 13:00-15:30, Tokushima Chuo-kouminkan, one-day members 1000 yen.*

Toyohashi—*Teaching How to Learn: Understanding Students' Learning Problems and Finding Solutions in Learning Strategies* by Gregory W. G. O'Dowd, Tokai University. This presentation seeks to investigate how students who seem to be struggling in class can be helped by teachers to manage their studies more appropriately and hopefully make better progress as a result. To facilitate an understanding of the issues involved, basic matters concerning the theory of learning, learning styles and learning strategies will be briefly outlined. *Sunday June 18, 13:30-16:00; Aichi University, Building No. 5; one-day members 1000 yen.*

West Tokyo—*Teaching Learning Strategies in Japan - CALLA Style* by Jill Robbins, Kwansei Gakuin University. Featured Speaker at JALT2000 and co-author of *The Learning Strategies Handbook* by Longman. Joint meeting with Yokohama Chapter, sponsored by Pearson Japan. This workshop focuses on teaching listening and speaking strategies in Japanese classrooms, using a method based on the Cognitive Academic Language Learning Approach (CALLA), which promotes metacognitive control by learners. Participants experience a think-aloud activity to gain a deeper understanding of learning strategies, then create a lesson plan adapting the CALLA method to their students' levels and needs. *Sunday July 2, 13:00-16:00; LIOJ (Asia Center Odawara, 0465-22-6131), a 5-min. taxi ride from West Exit to "Asia Center" from Odawara Station, JR Tokaido or Odakyu Lines. Van transport from station at 12:45. Free to all.*

JALT2000特別講演講師を務めた関西学院大学のジル・ロビンス氏による学習ストラテジーのワークショップを横浜支部と共催で開催します。7月2日(日)午後1時から4時まで小田原アジアセンター(LIOJ)にて。入場無料。12時45分に小田原駅より無料送迎バスあり。

Yamagata—*In and Around Liverpool, England, in Terms of English* by Anthony Cunningham, Yamagata Prefectural Board of Education. The presenter will speak on every possible aspect of Liverpool, England, ranging from its history, culture, music, education to English, hopefully focusing on the possibility of the Japanese variety of communicative English. *Sunday June 25, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 500-800 yen.*

Yokohama—*Incorporating Gender Perspectives in Language Learning* by Kumiko Fujimura-Fanselow. Participants will explore a variety of ways to use easily accessible material, including student experience, newspaper articles, and cartoons, in different ways to promote group exploration and discussion of issues related to gender. *Sunday June 11, 14:00-16:30; Gino Bunka Kaikan, in Kannai; one-day members 1000 yen. Please see the West Tokyo Chapter announcement above for details of the joint event to be held on Sunday July 2.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp.

Akita—Suzuki Takeshi; t: 0184-22-1562; takeshis@mail.edinet.ne.jp

Chiba—Yukiko Watanabe; joebella@pk.highway.ne.jp

Fukui—Watanabe Takako; t/f: 0776-34-8334; watanabe@ma.interbroad.or.jp

Fukuoka—J. Lake; j@bamboo.ne.jp; website http://www.kyushu.com/jalt/events.html

Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; doyon@alice.asahi-u.ac.jp

Gunma—Wayne Pennington; t/f: 027-283-8984; jk1w-pgtn@asahi-net.or.jp; website http://202.236.153.60/JALT/

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; bren@gol.com

Himeji—William Balsamo; t: 0792-54-5711; balsamo@kenmei.ac.jp

Hiroshima—Joy Jarman-Walsh; t: 082-878-9931; jjarman@pent.yasuda-u.ac.jp; website http://litcal.yasuda-u.ac.jp/student/jalthiroshima.html

Hokkaido—Dave Hyre; t: 011-387-7344; davdhyre@gol.com; website http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; pauly@k.tsukuba-tech.ac.jp; website http://www.kasei.ac.jp/JALT/Ibaraki.html

Kagawa—David Juteau; t:0883-53-8844; david-juteau@mailcity.com

Kagoshima—Nick Walters; t: 099-273-5896; 099-273-5896; t: 099-285-7447; remori@po2.synapse.ne.jp; website http://www.kyushu.com/jalt/kagoshima.html

Kanazawa—Bill Holden; t: 076-229-6140(w), 229-5608(h); holden@nsknet.or.jp; website http://www.jaist.ac.jp/~mark/jalt.html

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); carman@med.uoeh-u.ac.jp; website http://www.seafolk.ne.jp/kqjalt/

Kobe—Brent Jones; t/f: 0797-31-2068; bjones@gol.com

Kumamoto—Andrew Shaffer; t: 096-339-1952; andmirs@try-net.or.jp; website http://www.kyushu.com/jalt/kumamoto.html

Matsuyama—Robert Oettel; t: 089-941-4136; f: 089-931-4973; oettel@shinonome.ac.jp

Miyazaki—Sylvan Payne; t: 0985-85-5931; f: 0985-84-3396; spayne@miyazaki-mic.ac.jp; website http://www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html

Nagasaki—Tim Allan; t/f: 095-824-6580; allan@kwassui.ac.jp; Shiina Katsunobu; t/f: 095-861-5356; nob-shiina@pop16.odn.ne.jp; website http://www.kyushu.com/jalt/nagasaki.html

Nagoya—Claire Gelder; t: 052 781 0165; f: 052-781 4334; claire_gelder@yahoo.com

Nara—Larry Chin; t: 0745-73-5377; f: 0745-73-2453; lschin@gol.com

Niigata—Robin Nagano; t/f: 0258-47-9810; robin@vos.nagaokaut.ac.jp

Okayama—Peter Burden; t/f: 086 293 3545; burden-p@osu.ac.jp

Okinawa—John Dickson; t/f: 098-893-7557; dickson@southernx.ne.jp

Omiya—Okada Chikahiko; t/f: 047-377-4695; chikarie@orange.plala.or.jp; Mary Grove; t: 048-644-5400; grove@tuj.ac.jp; website http://www2.gol.com/users/ljc/jan.html

Osaka—Nakamura Kimiko; t/f: 06-376-3741; kimiko@sun-inet.or.jp; website http://www.sun-inet.or.jp/~kimiko/josaka.html

Sendai—John Wiltshier; t: 0225-88-3832; BXU01356@niftyserve.or.jp; website http://plaza3.mbn.or.jp/~bauman/jaltsendai.html

Shizuoka—Amy Hawley; t/f: 054-248-5090; shortone@gol.com; website http://www.geocities.com/Athens/Aegean/1952/

Shinshu—Mary Aruga; t: 0266-27-3894; mmaruga@aol.com

Tochigi—Jim Chambers; t/f: 028-627-1858; JiMiCham@aol.com

Tokushima—Meg Ishida; ys-meg@mse.biglobe.ne.jp

Tokyo—Beth Kerrison; jalt_tokyo@hotmail.com; Suzuki Takako; t/f: 0424-61-1460

Toyohashi—Laura Kusaka; t: 0532-88-2658; kusaka@vega.aichi-u.ac.jp

West Tokyo—Kobayashi Etsuo; t: 042-366-2947; kobayasi@rikkyo.ac.jp; website http://home.att.ne.jp/gold/db/wtcal.html

Yamagata—Sugawara Fumio; t/f: 0238-85-2468

Yamaguchi—Shima Yukiko; t: 0836-88-5421; yuki@ed.yama.sut.ac.jp

Yokohama—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

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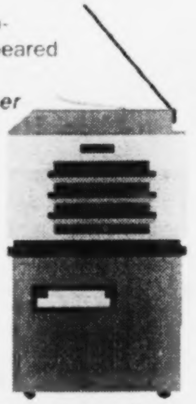

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Conference Calendar

edited by lynne roecklein

We welcome new listings. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, June 15th is the deadline for an August conference in Japan or a September conference overseas, especially when the conference is early in the month.

Upcoming Conferences

June 24-25, 2000—*GALE Symposium—Triads: Constructing Gender in Language Education*. The Gender Awareness in Language Education (GALE) SIG will hold a two-day symposium and retreat in Hiroshima. It is an opportunity for language professionals to share their insights, research and inspiration, as well as to network in a relaxing atmosphere. The symposium aims to articulate for language teachers the influence of gender. Studies will be presented on such topics as the construction of gender in EFL classrooms, the inclusion (and exclusion) of alternative sexual orientations in EFL curriculum, and the contribution theories of the feminine and masculine can make to content courses and EFL pedagogy. For more information, including presentation abstracts and online registration forms, see the GALE website at http://www2.gol.com/users/ath/gale/ or contact Cheryl Martens; Hiroshima Kokusai Gakuin University, 517-1 Kamiseno-cho, Hiroshima-shi 739-0323, t: 082-820-3795; cmartens@z.hkg.ac.jp

July 22-29, 2000—*Education for a Culture of Peace: A Human Security Perspective*, an intensive residential program in peace education, held this year at Mahindra United World College near Pune, India, is the theme of the International Institute on Peace Education 2000, an annual event under the auspices of the Peace Education Program of Teachers College, Columbia University. In plenary panels, practical workshops, small group seminars, and reflection groups, institute participants from all over the world will focus on teaching and learning how to overcome various forms of violence, which comprise the culture of war and undermine human security, notable among them being destruction of the environment, violation of human rights, and poverty, racism, and sexism. It will bring to these explorations new perspectives brought by insights concerning gender, indigenous peoples, civil society, and various peoples' movements for peace and justice. Special emphasis will be placed on the contributions of the women's, human rights, and environmental movements, and how they have been converging in such initiatives as the Hague Appeal for Peace Conference and the Hague Agenda for Peace. For fees, registration information and forms please

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email Eriko Amanuma at erikoam@gol.com or Armene Modi at ankindia@vsnl.com

July 28-August 1, 2000—***FLEAT IV, the Fourth International Conference on Foreign Language Education and Technology*** will be held in Kobe from July 29 to August 1, with pre-conference workshops on July 28. The conference is sponsored by the Japan Association for Language Education and Technology (former LLA), the International Association for Language Learning Technology (North America), and the Korea Association of Multimedia Language Learning. Participants come from eleven countries. The schedule includes over 160 presentations (mostly in English), symposia, workshops, and other events. About twenty educational technology companies will display their latest products. See the conference webpage for details and online registration: http://www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html

August 30-September 2, 2000—***EUROCALL 2000—Innovative Language Learning in the Third Millennium: Networks for Lifelong Learning, Interdisciplinarity and Intelligent Feedback*** will be held at the University of Abertay in Dundee, Scotland. The keynote speakers are Stephen Heppell, Dr Raymond Kurzweil, Wendy E. Mackay, and Carol Chapelle. See the extensive conference website at http://dbs.tay.ac.uk/eurocall2000/ for their areas of expertise and kudos as well as further information about the pre-conference seminars and workshops, parallel sessions, demonstrations, posters, and exhibition fair. For more about the conference including the organisation of pre-conference events, please contact the Organiser at the earliest opportunity, Philippe Delcloque; p.delcloque@tay.ac.uk

September 15-16, 2000—***The Second Symposium on Second Language Writing***, to be held at Purdue University, West Lafayette, Indiana, USA, will explore issues in second language writing theory, research, and instruction in various contexts, including K-12, basic writing, first-year composition, professional writing, writing centers, computer classrooms, foreign language instruction and English for academic purposes. Keynote speakers will include George Braine (Chinese University of Hong Kong), Linda Harklau (University of Georgia), Ryuko Kubota (University of North Carolina at Chapel Hill), and John M. Swales (University of Michigan, Ann Arbor). Registration is limited to the first 120 registrants. Start now. For more information, visit the website at http://icdweb.cc.purdue.edu/~silvat/symposium/2000/ or contact Paul Kei Matsuda Department of English,1356 Heavilon Hall, Purdue University,West Lafayette, IN 47907-1356 USA; t: 765-494-3769; pmatsuda@purdue.edu

September 30-October 1, 2000—***Korea TESOL (KOTESOL) International Conference: Casting the Net: Diversity in Language and Learning***, at Kyoungbook National University, Taegu, South Korea. In addition to the usual papers, demonstrations, etc., there will be keynote speeches by Dick Allwright, L. Van Lier and Andy Curtis. More information and online registration are available at www.kotesol.org/conference/. Human contact available from Andrew Finch, Conference Chair, at kconference@hotmail.com or ddlc@duck.snut.ac.kr; t: 82-(0)2-979-0942; or from Jane Hoelker, KOTESOL International Affairs Liaison; Seoul National University, Hoam #104 East, 239-1 Pongchon 7 dong, Kwanak-gu, Seoul 151-057, South Korea; f: 82-2-871-4056; hoelkerj@hotmail.com

Reminders—calls for papers

July 1, 2000 (for January 23-26, 2001)—***Seventh International Symposium on Social Communication***, to be held in Santiago de Cuba, Cuba, by the Center of Applied Linguistics of the Santiago de Cuba's branch of the Ministry of Science, Technology and the Environment. See http://parlevink.cs.utwente.nl/Cuba/english.html for complete topic listings and online registration. Send inquiries and materials to Dr. Eloina Miyares Bermudez, Secretaria Ejecutiva, Comite Organizador, VII Simposio Internacional de Comunicacion, Social Centro de Linguistica Aplicada, Apartado Postal 4067, Vista Alegre, Santiago de Cuba 4, Cuba 90400; t: 53-226-42760 or 53-226-41081; f: 53-22-6 41579; leonel@lingapli.ciges.inf.cu.

Reminders—conferences

June 15-18, 2000—***People, Languages and Cultures in the Third Millennium***, the third international FEELTA (Far Eastern Language Teachers Association) conference, at Far Eastern State University, Vladivostok, Russia. Contact Stephen Ryan at RX1S-RYAN@asahi-net.or.jp or f: 0726-24-2793.

June 9-12, 2000—***JALTCALL 2000: Directions and Debates at the New Millennium***, the annual national conference of the Computer-Assisted Language Learning (CALL) SIG, to be held at Tokyo University of Technology. See http://jaltcall.org/conferences/call2000/ for more details in both English and Japanese, or contact Ali Campbell; School of Media Science, Tokyo University of Technology, 1404 Katakura, Hachioji, Tokyo 192-8580; t: 0426-37-2594; f: 0456-37-2594; campbell@media.teu.ac.jp

June 19-23, 2000—***Quality Language Teaching through Innovation & Reflection***, an international conference organised by the Language Centre, Hong Kong University of Science and Technology, and the Department of Foreign Languages, Tsinghua University, Beijing. See the website at http://lc.ust.hk/~centre/LT2000.html or contact Elza Tsang, Conference Convenor; Language Centre, The Hong Kong University of Science & Technology, Clear Water Bay, Kowloon, Hong Kong SAR; t: 852-2358-7850; f: 852-2335-0249; lclt2000@ust.hk

June 21-22, 2000—***The 4th International Computer Assisted Assessment (CAA) Conference,*** at Loughborough University, Loughsborough, UK. Complete conference schedule and more at http://www.lboro.ac.uk/service/fli/flicaa/conf2000/index.html. For further information, contact Susan Clowes, Executive Officer; Flexible Learning, Loughborough University, Loughsborough, Leicestershire LE11 3TU, UK; t: 44-0-1509-222-893; f: 44-0-1509-223-927; s.e.c.clowes@lboro.ac.uk or, for registration information, Hilary Cooper at t: 44-0-1509-223736; H.Cooper@lboro.ac.uk

July 9-14, 2000—***7th International Pragmatics Conference (IPrA): Cognition In Language Use,*** in Budapest, Hungary, with special attention to the role of perception and representation, memory and planning, and metalinguistic awareness. See http://ipra-www.uia.ac.be/ipra/ for details or contact the IPrA Secretariat at P.O. Box 33 (Antwerp 11), B-2018 Antwerp, Belgium; t/f: 32-3-230 55 74; ipra@uia.ua.ac.be

November 2-5, 2000—***JALT 2000: Towards the New Millennium—The 26th Annual International Conference on Language Teaching and Learning & Educational Materials Expo.*** Our very own conference, held this year at the Granship Shizuoka Conference and Arts Centre in Shizuoka, Japan. See the conference website at http://www.jalt.org/JALT2000/ for unfolding details.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

To list a position in The Language Teacher, *please fax or email Bettina Begole, Job Information Center, at tlt_jic@jalt.org or call 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.*

Osaka-fu—SIO Japan is seeking part- and full-time English instructors to work in central and northern Osaka. **Qualifications:** Some Japanese ability and computer skills; a degree is valuable but not mandatory. **Salary & Benefits:** Stock options included. **Contact:** Robert Pretty; SIO Japan; t: 0120-528310; siojapan@poporo.ne.jp

Taiwan—The Department of Applied Foreign Languages at Yung Ta Institute of Technology is seeking a full-time faculty member to begin August 1, 2000. The Institute is located in the southern part of Taiwan, 45 km southeast of Kaohsiung. **Qualifications:** Native-speaker competency with MA or PhD. **Duties:** An instructor (with an MA) teaches 12 hours per week plus other committee work; an assistant professor (with PhD) teaches 11 hours per week plus other committee work. **Salary & Benefits:** Salary based on rank; an instructor earns about NT$52,100 per month; an assistant professor earns about NT$64,700 per month; annual bonus of one and one half months of base salary based on months of service. There are also summer and winter breaks with pay, totaling about

差別に関する*The Language Teacher* Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positionsコラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。（例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。）これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices, in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

three and a half months. **Application Materials**: Resume, copy of transcript, copy of diploma, and two references. **Deadline**: Ongoing. **Contact**: Professor Carrie Chen, Chairperson; Department of Applied Foreign Languages, Yung Ta Institute of Technology, 316 Chung-Shan Road, Lin-Lo, Ping-Tung, ROC; t: 886-07-392-0560; f: 886-08-722-9603; pcchen@mail.nsysu.edu.tw

Yamanashi-ken—Elite English School in Kofu is seeking full- and part-time English teachers to teach evening classes. **Qualifications**: Possession of, or eligibility for, instructor visa. **Duties**: Teach Monday through Friday evenings, all levels, all ages. Full-time entails 26-30 hours/week; part-time, 10 hours/week. **Salary & Benefits**: Full-time salary begins at 230,000 yen/month, with visa sponsorship available. Part-time salary is 90,000 yen/month. **Application Materials**: Resume. **Contact**: N. Hirahara; Elite English School, 1-16-4 Midorigaoka, Kofu, Yamanashi-ken 400-0008; t/f: 055-251-3133; t: 055-253-7100.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at tlt_jic@jalt.org

Here are a variety of sites with information relevant to teaching in Japan:

EFL, ESL and Other Teaching Jobs in Japan at www.jobsinjapan.com/want-ads.htm
Information for those seeking university positions (not a job list) at www.voicenet.co.jp/~davald/univquestions.html
ELT News at www.eltnews.com/jobsinjapan.shtml
JALT Online homepage at www.jalt.org
Jobs and Career Enhancement links at www.jalt.org/jalt_e/main/careers.html
Teaching English in Japan: A Guide to Getting a Job at www.wizweb.com/~susan/mainpage.html
ESL Café's Job Center at www.pacificnet.net/~sperling/jobcenter.html
Ohayo Sensei at www.wco.com/~ohayo/
NACSIS (National Center for Science Information Systems' Japanese site) career information at nacwww.nacsis.ac.jp/
The Digital Education Information Network Job Centre at www.go-ed.com/jobs/iatefl
EFL in Asia at www.geocities.com/Tokyo/Flats/7947/eflasia.htm
Jobs in Japan at www.englishresource.com
Job information at www.ESLworldwide.com

Did you know
JALT offers research grants?
For details,
contact the JALT Central Office.

Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor.

Bulletin Boardに記事の掲載を希望される方は、箇条書きやアウトラインの形ではなく、文章形式で毎月２０日までに記事をお寄せください。また、記事の再掲載をご希望の方は編集者にご連絡ください

Project Work in the University Classroom: The CUE SIG of JALT requests tried and tested projects for the university classroom from teachers who wish to share successful materials with fellow professionals. An initial 250-500 description of your project should be sent to Eamon McCafferty (eamon@gol.com) by June 15, 2000. Final project submissions are due by January 25, 2001. As a general guideline, projects should take from six to twelve 90-minute classes to complete. This period will, of course, include the whole cycle: introducing general topics/themes, topic-related input, the project process stage, project presentation stage, and reflection/assessment/evaluation stage. For those wishing to get a greater understanding of project work from both a theoretical and practical perspective, we recommend Michael Legutke and Howard Thomas' *Process and Experience in the Language Classroom* (Longman, 1991).

大学外国語教育SIGは、効果的なマテリアルを共有したいという方からの大学授業におけるプロジェクトをお待ちしております。2000年6月15日までに250-500語のプロジェクトの紹介をEamon McCafferty (eamon@gol.com) までお送りください。最終的なプロジェクトの提出は2001年1月25日です。プロジェクトは90分のクラス６～１２回で全ての過程が終了するものを基本とします。詳細及び参考文献は英文をご参照ください。

Call for Participation: ***GALE Symposium and Retreat 2000***—The Gender Awareness in Language Education symposium and retreat symposium, "Triads: The Construction of Gender in Language Education," is being held in Hiroshima City on June 24 and June 25 and aims to articulate the influence of gender for language teachers. It is an opportunity for language professionals to meet and share their insights, research and inspiration, followed by an opportunity to network in a relaxing atmosphere. Workshops and presentations will look into the construction of gender in EFL classrooms, and the inclusion (and exclusion) of alternative sexual orientations in EFL curriculum. Accommodation on site is available and the retreat will end with a BBQ at Miyajima Island. For registration forms and a program guide, please contact the Co-Program Chairs: Cheryl Martens; t: 082-820-3767; f: 082-820-3795; cmartens@z.hkg.ac.jp or Simon Cole; t: 0942-434411, ext. 664; f: 0942-

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434797; saimon@cec.mii.kurume-u.ac.jp

「Triads: The Construction of Gender in Language Education」が6月24-25日広島市で開催されます。語学教師が自分自身の内観、調査、インスピレーションを分かち合い、その後の心地よい環境のネットワークを知る良い機会です。EFLの授業におけるジェンダーを構成するものという視点からのワークショップと発表が行われます。詳細及び連絡先は、英文をご参照ください。

Call for Participation: ***JALTCALL2000 Conference***—The annual national conference of the Computer-Assisted Language Learning (CALL) SIG, JALTCALL2000: "Directions and Debates at the New Millennium," will be held at Tokyo University of Technology from June 9 to June 12, 2000. All members and non-members are welcome. All levels of computer skill are catered for. Both English and Japanese sessions are planned. The main event is from June 10 (Sat) to June 11 (Sun) with extra activities planned for June 9 (Fri) and June 12 (Mon). Hands-on sessions, practical tips, theoretical debate, excellent networking, and CALL materials will be on show—all at a beautiful campus and Japan's most state-of-the-art facility. For more details in both English and Japanese, see website: http://jaltcall.org/conferences/call2000/

コンピュータ利用語学学習SIGの年次大会JALTCALL2000:「Directions and Debates at the New Millennium」が2000年6月9-12日東京工業大学にて開催されます。会員、非会員を問わず参加を歓迎いたします。全てのレベルのコンピュータスキルが提供され、英語と日本語によるセッションが計画されています。大会の中心は6月9-10日で、9日と12日にはエクストラの活動が予定されています。詳細は英文をご参照ください。

Call for Papers and New Members: ***JALA***—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May of 2001). JALA is a professional association for the study of the interrelationship of people, language and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. For more details, see JALA's website at http://www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html (Japanese) or http://kyushu.com/jala (English).

昨年設立されたJALA—The Japan Anthropological Linguistic Association (JALA)では、新規会員を募集し、また2001年5月に発行予定の最初のジャーナルへの投稿を募集しております。JALAは、人、言語、文化の内在的関係の研究を行う専門家の組織です。詳細は英文及び日本語のWebsite<http://www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html>をご参照ください。

Call for Submissions: ***Essay Collection***—What is it like for native speakers to profess English in Japan? A proposed collection of essays aims to

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The Proceedings of the 1999 JALT International Conference on Language Teaching/Learning on CD-ROM.

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Priced at only ¥3,000; advance orders are now being accepted. To order in Japan, simply fill out the postal transfer form *(yuubin furikae)* at the back of any issue of *The Language Teacher*, write your order in the "Other" line, and deposit the correct amount at your nearest post office. Purchasers outside Japan can use VISA or MASTERCARD. Orders from outside Japan require an additional ¥500 shipping and handling fee.

For more information, please contact JALT at:

JALT Central Office, Urban Edge Bldg 5f, 1-37-9 Taito, Taito-ku, Tokyo 110-1106
Tel: 03-3837-1630; Fax: 03-3837-1630; jalt@gol.com

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gather a wide number of individual examples across many different organizational and institutional sites. Some issues that might be addressed include reasons for teaching in Japan and their relationship to teaching, the assumptions held prior to arrival and the approaches to the realities subsequently encountered, and the nature of English in Japan. Contributions should be 20 to 30 pages, double-spaced, clear, and follow the conventions of the personal essay. The purpose of the collection will not be practical, but instead personal, as well as theoretical. For more information, contact: Eva Bueno; evapbueno@yahoo.com or Terry Caesar; caesar@mwu.mukogawa-u.ac.jp; English Department, Mukogawa Women's University, 6-46 Ikebiraki-cho, Nishinomiya 663-8558.

母語話者にとって日本で英語を教えることとはどのようなことか？数多くの異なった組織や教室からの個々の事例を広く集めることを目的として、討論を募集しています。詳細は英文をご参照ください。

Call for Participation: ***Nanzan University's 15th Language Teaching Mini-Conference***—The mini-conference will be held on June 28, 6-9 p.m. Robert Croker will present on "Student-Centered Teaching in Japanese and Thai High Schools" followed by parallel sessions presented by graduate students on applying new methods using a multiple intelligences framework to language classrooms. For more information contact Tim Murphey; t: 052-832-3111; mits@ic.nanzan-u.ac.jp

6月28日6-9時にMini-Conferenceが開催されます。Robert Crokeは「日本とタイの高校における学習者中心の語学教育」について講演を行い、引き続き語学教育におけるインテリジェンス・フレームワークを用いた新しい方法論の応用について大学院生によるセッションが開かれます。詳しくは英文をご参照ください。

NLP Weekend Training—Richard Bolstad and Margot Hamblett from New Zealand will lead an NLP weekend training session on "Keys to Success, Personal Development" at Nanzan University on Aug 5-6, and at SIT Tokyo Junior College on Aug 12-13. For Nagoya registration and information contact Momoko Adachi; t: 052-833-7968 or koms@sannet.ne.jp. For Tokyo, contact Sean Conley; sean.conley@sit.edu

ニュージーランドからのRichard BolstadとMargot Hamblettによる‘Keys to Success, Personal Development’というNLPウィークエンド・トレイニング・セッションが8月5-6日に南山大学で、8月12-13日にSIT Tokyo Junior Collegeで行われます。申込先、詳細は英文をご参照ください。

***The Language Teacher* Staff Recruitment**—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp

TLTでは、Book Reviews、Bulletin Boardの日本語のコラム編集担当者を募集しております。資格は、言語教育経験を持つJALTメンバーで、日本に在住し、ファックス、電子メール、および、Macintosh fileを処理することができるコンピューターを持っていることです。担当者は、毎月数時間を校正作業やオンラインやオフラインの会議のため時間を使うことになります。応募希望の方は、英文による履歴及びどのコラム編集を希望するかを明記の上、JALT Publications Board Chair、William Acton(Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp)までご送付ください。また、詳細については、日本語編集者、衣川隆生(最終ページの編集者リストをご覧ください)までお問い合わせください。

"Well, I'd love to write something, but I just don't have the confidence or experience!"

「書くのは好きだけど、自信もないし、経験もないし」

TLT's Peer Support Group offers beginning writers a warm, secure environment in which to develop material for possible publication. If you would benefit from collaborative help in developing your writing, please contact: Andy Barfield, PSG Coordinator <tlt_psg@jalt.org>

TLTのピア・サポート・グループは投稿を希望する経験の浅い方々にも、暖かく安心できる環境を提供いたします。論文作成に力を貸してほしいと感じている方は、Andy Barfield <tlt_psg@jalt.org>までご連絡ください。

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Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10－15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

*The Language Teacher*に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、自作で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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Staff List

JALT Publications Board Chair — *pubchair@jalt.org*

Immediate Past Editor — *Bill Lee*
Faculty of Regional Studies, Gifu University,
1-1Yanagido, Gifu 501-1193; f: 058-293-3118;
wmlee@cc.gifu-u.ac.jp

Editor — *Malcolm Swanson*
5-6-8 Maigaoka, Kokura Minami-ku,
Kitakyushu 802-0823; t/f: 093-962-8430 (h);
tlt_ed@jalt.org

Associate Editor — *Robert Long*
3-26 Sensui-cho, Tobat-ku, Kitakyhu 804
t: 093-883-5022, f: 093-884-3400 (w); tlt_sub@jalt.org

Japanese-Language Editor — 衣川隆生 *(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

***TLT* Online Editor** — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156
(w); f: 011-513-7505 (w); tlt_web@jalt.org

COLUMN EDITORS

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki
University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Scott Gardner*
t/f: 086-281-9105; tlt_ms@jalt.org

Book Reviews — *Katharine Isbell*
Miyazaki International College, 1405 Kano, Kiyotake-cho, Miyazaki-gun 889-1605;
t: 0985-85-5931 (w); f: 0985-84-3396 (w);
tlt_br@jalt.org

Publishers' Review Copies Liaison — *Angela Ota*
West Park Communication Services, Funakoshi 957-6,
Gosen-shi, Niigata 959-1805; t: 0250-41-1104; f: 0250-41-1226; tlt_pr@jalt.org

Letters — *Malcolm Swanson (See Editor) & Koarai Mikiya*
t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

Bulletin Board — Brian Cullen & Saito Makiko
Brian Cullen: Shoken 2-1-15-10001, Chikusa-ku,
Nagoya 464-0082
English: tlt_bb@jalt.org; 日本語: chip621@aol.com

SIG Reports — *Robert Long*
t: 093-883-5022; f: 093-884-3400 (w); tlt_sig@jalt.org

Chapter Reports — *Diane Pelyk & Nagano Yoshiko*
Renace Beppu 102, 6 Kumi, Ogura, Beppu, Oita
t/f: 0977-6690 English: tlt_chre@jalt.org
日本語: nagano97@pop.wa2.so-net.or.jp

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015;
t/f: 045-822-6623 (w); tlt_chmt@jalt.org

JALT News — *Amy Hawley & Sugino Toshiko*
Amy Hawley: 205 Summer House, 91-2 Zenzamachi,
Shizuoka-shi, Shizuoka-ken 420-0842
t/f: 054-248-5090; tlt_news@jalt.org
Sugino Toshiko: RXE21345@nifty.ne.jp

JALT2000 News — *L. Dennis Woolbright*
t/f: 093-583-5526; tlt_conf@jalt.org

Conference Calendar — *Lynne Roecklein*
Faculty of Regional Studies, Gifu
University, 1-1 Yanagido, Gifu 501-1193;
t: 058-293-3096 (w); f: 058-293-3118 (w); tlt_cc@jalt.org

Job Information Center/Positions — *Bettina Begole*
436 Kuwabara, Aoya-cho, Ketaka-gun,
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djm@tkg.att.ne.jp

Net Nuggets — *Larry Davies*, Future University, Hakodate;
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f: 096-372-0702 (w); jtomei@kumagaku.ac.jp

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PEER SUPPORT GROUP

Coordinator — *Andy Barfield*
Foreign Language Center, Univ. of Tsukuba, Tennodai
1-1-1, Tsukuba-shi, Ibaraki-ken 305-0006;
tlt_psg@jalt.org
Members: *Andy Barfield, Wayne K. Johnson, Wilma Luth, Jill Robbins, Sandra Smith, Craig Sower*

和文要旨作成協力者 — 阿部恵美佳 (Japanese abstracts — *Abe Emika*)

PRODUCTION

Proofreaders — *Scott Gardner, Aleda Krause, Beverley Elsom Lafaye, Robert Long, Amanda O'Brien, Steven Snyder, Kinugawa Takao, Ono Masaki, Tsukahara Maki*

Design & Layout — *The Word Works*
t: 045-314-9324; f: 045-316-4409; tww@gol.com

Printing — *Koshinsha Co., Ltd.*, Osaka

JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito,
Taito-ku, Tokyo 110-0016; t: 03-3837-1630;
f: 03-3837-1631; jalt@gol.com

TLT Online: www.jalt.org/tlt

For information on advertising in *TLT*, please contact the JALT Central Office:
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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 38 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements professional concerns; the semi-annual ***JALT Journal***; *JALT Conference Proceedings* (annual); and ***JALT Applied Materi*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2, participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishe exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of spec interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagav Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niiga Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tok Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Langua Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalis Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Vid Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Educati (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Resear Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Membershi** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,00 available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Gro Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of ea publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by usi the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an Internatior Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. ban or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membersh fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設れたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年会で発表をします。

会員及び会費：個人会員（¥10,000）: 最寄りの支部の会費も含まれています。学生会員（¥5,000）学生証を持つ全日制の学生（専門学校生を含む）がです。共同会員（¥17,000）: 住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500): 勤務先が同一の個5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher*のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してくださいで、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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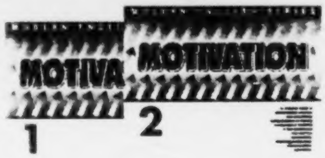

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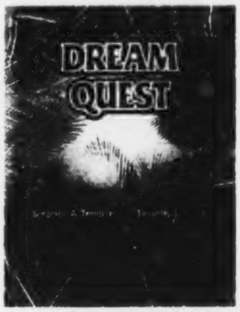

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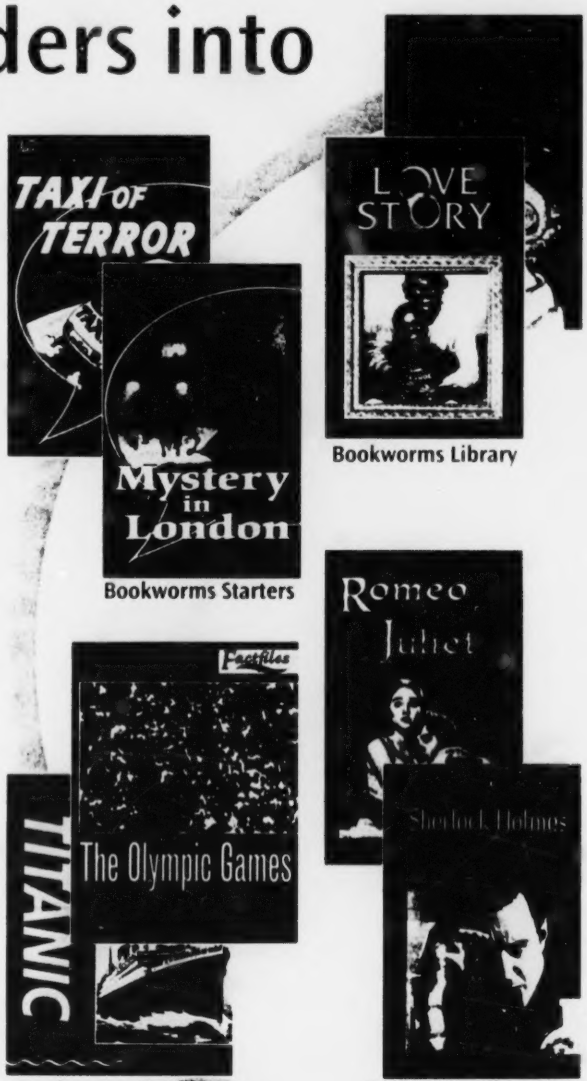
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Foreword

JALT has always been a passionate organisation, and watching some of the 'e-brawls' that take place periodically could leave observers wondering if we really are united by common goals. However, once a year a truce is drawn as we gather together to enjoy the fellowship of our annual conference. This month's issue focuses on JALT2000 in Shizuoka, providing a selection of articles by the main and featured speakers that are sure to whet your appetite. In the centre, you'll find a pullout supplement that gives you everything you need for easy early registration. If you are thinking of coming, why not come a day earlier and enjoy rubbing shoulders with the rich and famous at some of the excellent preconference workshops.

Special thanks for this issue go out to Bill Lee, who assisted with editing the articles, Beverley Lafaye and Steve Snyder, for handling the mammoth amounts of proofing, and Abe Emika for taking care of all the translation work.

Malcolm Swanson
TLT Editor
<tlt_ed@jalt.org>

JALTは常に非常に情熱的な組織であり、定期的に行われる口論のようなやりとりを見ている人たちは、本当に共通の目標を有しているのだろうかと疑問を感じることもあるようです。しかしながら、年に一度の年次大会の席上においては、我々は集い、そして共に仲間であることを享楽するのです。今月号では、静岡で開催されるJALT2000に焦点をあて、メインスピーカーと特別スピーカーの記事を特集しています。冊子の折り込み記事をご覧になれば、あなたがご希望のもの全ての情報が盛り込まれており、簡単にそして早めに申し込みができるようになっています。行ってみようと考えていらっしゃる方は、ぜひ一日早くいらして、豊富で著名な大会前のワークショップをお楽しみください。今回の編集に多大な尽力をいただいたBill Leeに、そして、大量の校正作業をしてくださったBeverley LafayeとSteve Snyderに、翻訳をしてくださった阿部恵美佳に心から感謝を申し上げます。

抄訳　衣川隆生

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Retraction

The current editorial staff retract the following article which appeared in The Language Teacher, Vol. 20(9): Ahmad Abu-Akel (1996) "The role of schemata in ESL reading comprehension." Portions of this article were taken directly and without appropriate attribution from the original work published previously by Patricia L. Carrell & Joan C. Eisterhold entitled "Schema theory and ESL reading pedagogy," in TESOL Quarterly 17(4), 553-573, in 1983. At the request of Bar-Ilan University, Israel, we also retract identification of Mr. Abu-Akel with Bar-Ilan University, since he was not associated with that institution in 1996.

The editors

Correction

In my article "TOEFL Scores in Japan: Much Ado About Nothing" in the May issue of TLT, I made reference to a JALT Journal article written by Bern Mulvey (Mulvey, 1999). As has since been pointed out to me, my unfortunate phrasing with regards to this citation gives the impression that I was accusing Mulvey of both attacking Japanese as "poor language learners" and using TOEFL scores inappropriately to support this assertion. The truth is, Mulvey never makes such claims, and his usage of TOEFL figures (a minor part in his overall argument) differs significantly from the type of indiscriminate usage I refer to (and criticize) in my article.

Sean M. Reedy

Obituary

Angus Lindsay

It is with great sadness that Obirin University colleagues and friends cope with the loss of Angus Lindsay. He passed away at the age of 51 on May 25th in Britain, having been diagnosed in Tokyo with a brain tumor in early April.

Angus arrived in Japan nearly 20 years ago and for much of the time since then was an active member of the JALT community. After four years at ILC, Angus came to Obirin University to help a small group of committed teachers get a new English Language Program off the ground. He soon became the Director, and remained so for 10 years. Throughout this very formative period, Angus was the ELP's guiding light, overseeing the growth of a fledgling collection of courses into one of the most highly esteemed English Language Programs in Japan.

As a Director, Angus managed our multitude of voices with sensitivity, clarity and commitment to evolution. He gave his colleagues not only direction, but also the space to try things out. He was, above all, proud of the ELP, enthusiastically sharing its struggles and triumphs with a wide range of fellow teachers through his JALT presentations and workshops. For him, this was truly a labor of love.

As a teacher, Angus nurtured his students' self-reflection and educational exploration, always through the filter of engaging, accessible lessons. He was passionate about his courses in *Mythological Thought* and Mozart's *Marriage of Figaro*, and transferred that passion to his students. In fact, Angus was passionate about so very much—architecture, wine, genealogy, poetry, theatre, cooking, opera—he was an amazing resource of knowledge for both students and colleagues. It is particularly poignant that he recently began to weave these diverse strands together through his work on a Ph.D. in Psychology with Union Institute. He derived immense satisfaction from this academic journey.

Angus leaves behind so many students, former students, colleagues and friends who loved and respected him, and who are better for having known him. We will all miss him deeply.

Steven Gershon
Director
Obirin University English Language Program

JALT2000 Main Speakers

Anne Burns

Action Research and Applied Research: What are the Relationships?

Currently there is considerable interest in action research (AR) in the language teaching field. The December 1999 issue of *The Language Teacher*, for example, was devoted entirely to this subject. Action research is now frequently promoted as a new way for teachers to develop professionally and to investigate their classroom practice. But, despite the growth of new publications now discussing action research, would-be teacher researchers are not always necessarily clear about what action research is, or how it relates to other kinds of applied research in the second language teaching field with which they may already be familiar.

Take, for example, the following comment from a teacher with whom I recently worked on an action research project (see Burns, 1999).

> My experience of doing action research is that it is difficult to grasp or explain the concept until one is in the process of doing it. It is in the doing that it starts to make sense and become clear. (Jane Hamilton, personal communication)

On the JALT Teacher Education SIG action research listserv, Dale Griffee recently raised the issue of how AR relates to other kinds of research that aim to have applications to second language teaching and learning:

> What is the difference between AR and applied research? The answer has to be a characteristic that is not the case for applied research. I don't think we can say that AR is done by teachers, and that is its defining characteristic, because applied research is also done by teachers all the time. What are the characteristics that set AR aside and mark it as different?

This question is useful and challenging. In my experience, it is one that is frequently asked by teachers new to action research: How is action research different from other research? Action research and applied research are in some ways similar and overlapping, but there are also important differences between them. In this article I will attempt to draw out some of these similarities and differences, and address, in particular, the question of what characterises action research. I'll focus this exploration by first considering two hypothetical examples of research that might be carried out on the topic of classroom strategies to enhance oral interaction.

Example 1

As part of the introduction of a new syllabus, a researcher wishes to know whether the use of group work will improve students' ability to speak English. The researcher first consults the literature on this area of research and decides on the approach and methods to be used. The researcher's hypothesis is "Group work will increase the development of both fluency and accuracy in oral tasks." The researcher assigns one group of students in a school to an experimental group, where all classroom tasks are conducted through group work for a period of two months. An equal number of students (the control group) are taught using the same tasks through a whole-class, teacher-fronted approach for the same period. In order to ensure that the students in the experimental group are not at higher levels of language learning to begin with, the researcher first administers a test. She then assigns students to the groups on the basis of the test results. At the end of the two months, each of the groups is given a further identical test in order to see whether the use of group work has resulted in higher results for the experimental group. The results show that the students assigned to group work have performed at a higher level in relation to fluency, but that their performance on some aspects of grammatical accuracy is lower than the control group. The researcher publishes the findings of the study in a journal.

Example 2

As part of the introduction of a new syllabus, a researcher decides to move away from the use of

アクション・リサーチに興味を持っている教師は、しばしば実践に応用されるリサーチとアクション・リサーチとの関連を知りたいと思っている。本論は，アクション・リサーチと応用リサーチの相違点や類似点を検証する。また、アクション・リサーチの特徴も明記する。

whole-class speaking activities in his classroom. He decides to introduce more group work for certain tasks and to observe how the students react. He assigns students to groups and keeps a journal noting down his observations over a period of two weeks. At the end of this period, he notes that some students are not participating in the group tasks and are increasingly reluctant to work in groups. He decides that students are unused to this approach and need more practice. He increases the use of group work and assigns students to the same groups. He also asks the students to complete a survey on their responses to group work. His own observation and journal entries, as well as the surveys indicate that students are becoming even more reluctant to do group work. The teacher discusses the problem with some colleagues who suggest he tries letting students choose their own groups. The teacher tries this strategy over a further period of one week and notes that students are less reluctant. He also observes that the groups do not remain static, but appear to change according to the task. He decides to try a further approach of giving students a choice of tasks. This approach works even better and interaction amongst the students increases noticeably.

You may have already decided (correctly) that the first is an example of applied research, while the second reflects an action research approach. Both of these examples are, of course, simplified and idealised, but they do perhaps serve to draw out some of the essential similarities and differences between action research and applied research.

The first thing to note is that both approaches adopt a scientific perspective (Cohen and Manion, 1994) on the issues they are investigating. In other words, they are both concerned to go beyond intuitions or assumptions, and to use a systematic approach to asking questions, collecting data, analysing the data, and drawing out conclusions and interpretations from the findings. However, there are differences in the approach. The first study adopts an objective stance in which the researcher attempts to control variables that may affect the findings and to identify possible relationships between the treatment (group work) and the outcomes (increases in fluency and accuracy). The action researcher is not interested in establishing relationships of this type, but instead wants to find the best possible ways of setting up new classroom activities. This is a more subjective perspective, concerned with exploring different ways of teaching and deliberately changing conditions in the classroom.

Second, they are both concerned with language learning and teaching and aim to find answers to issues that concern practice in the classroom. However, they differ in the way these answers may be applied. The first example is likely to have as one of its goals a contribution to a body of existing knowledge about effective teaching and learning; its findings may be applied in classroom teaching, but these applications may not be immediate. In the second example, the goal of the researcher is much more focused on addressing concrete issues of practical and personal concern. In other words, this research has immediate application; it focuses on discovering more about a specific teaching issue which has significance for the researcher in relation to his own classroom and students.

Third, each researcher adopts a different approach to selecting and using the research methods. The first researcher applies a structured and controlled set of methods, using control and experimental groups and guarding against threats to validity through pre- and post testing. This is because one aim of the study is to generalise beyond this specific research situation to other comparable situations. The second researcher uses a much more open-ended approach, selecting and changing the methods as needed and as new insights emerge. His concern is with his own situation and with the solution of practical classroom issues.

A fourth area to consider is that of theory. Both applied and action research may be concerned with theory, but the theoretical ideas will probably be developed in very different ways. Applied research will usually be concerned with connecting with and testing out a body of existing theory; it will draw substantially upon the literature in a particular research area, in order to provide a theoretical base for the study. This is why the researcher in the first example consults the literature and draws from this the methodological approach for the research. In contrast, the action researcher is interested in understanding what his explorations reveal. In other words, personal knowledge becomes the basis for developing one's own theories about teaching and learning (see Burns, 1996 on teacher theories).

This brief discussion highlights some of the major differences and similarities between the two types of research. Each type could well be carried out by the same person, who may also be a teacher at the school (although, in comparison with academic researchers, teachers often find it difficult to obtain the time and resources to carry out experimental applied research - but that's another whole discussion!). The main point is that the overall approach adopted is very different in each case and is used for different purposes.

What then can we say about what characterises action research? For me, action research has the following distinguishing features:

1. It emerges from concrete problems, issues, puzzles or questions that are of importance and concern to the people involved within their own social context. From an educational perspective,

these people may include teachers, students, program administrators, parents, curriculum developers, teacher educators and others. Action research is not, however, confined to classrooms. Studies have been carried out in prisons, hospitals, community groups, businesses and industry and so on.

2. It has a practical focus (the action component) which involves identifying the area of concern and acting to change it. This means acting to improve something or to do something more effectively, and systematically observing the effects of the action (the research component).
3. It is (usually, but not always) small-scale, focusing on local needs and the immediate context, with all its complexity, as the environment for the research. In other words, it does not attempt to control that environment in any way, but looks at how issues can be addressed as they exist in that environment.
4. The processes and outcomes of the research should relate to the goals, values and beliefs of the people in the environment and be compatible with their social and working conditions. In other words, the research should provide a sense of personal meaning and development for those involved.
5. The methods should be feasible and within the scope of the researcher's usual practice. Ideally, the action researcher should choose a range of methods which are achievable and do not interfere too much with daily practice. In my own work with teachers, I usually stress that many teaching techniques (eg. surveys, interviews, journals, recordings) can be adapted for data collection.
6. It involves cycles of action and reflection which are linked by the data collection and the researcher's developing knowledge. It is difficult to determine a finishing point for these cycles; they could continue for as long as the individual or group feel that the research is producing change and improvement in the social context.
7. It is a reflexive activity which brings to light unconscious ways of doing things and enables the researcher to develop personal theories based on goals, values, and beliefs about practice (personal, here, also refers to those shared by groups involved in collaborative research).

Many teachers, busy enough already with program and lesson preparation, teaching loads, marking, and the demands of the syllabus set out by the organisation or Monbusho, feel quite daunted by the thought of taking on the extra role of researcher. To do research, after all, is not why you may have become a teacher!

However, action research is an approach which—as many teachers I have worked with have said—is not only feasible, but gives an exhilarating edge to their teaching. I have often heard comments about the sense of empowerment and affirmation that action research provides. It seems to me that this is because action research focuses on learning through action in order to understand better what you do as a teacher and why you do it. It is a way of refreshing your teaching practice and enhancing your knowledge about teaching in the living laboratory of your own classroom.

If you would like to try some action research, but are not sure where to start, why not get together with some of your colleagues and have a go at completing some of these statements. I can guarantee that pretty soon you'll find something to research!

- We don't know enough about...
- Our students don't seem to... What can we do about this?
- I'd like to change the way my students... Does anyone else have this problem and what do you do about it?
- I'd like to integrate more ...into my class. How could I do this?
- We'd like to try out ... What would happen if we ...?
- I've noticed that some students in my class... and others ... How could I find out what is happening here?
- I'm really puzzled by ... What do others think is going on? What could I do about it?

Note

Anne Burns will be a plenary speaker at the JALT2000 conference in Shizuoka from November 2 to 5. If you have questions about action research that may be addressed in this plenary, please email her on anne.burns@mq.edu.au

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Gabriele Kasper

Pragmatics in EFL Contexts

In discussions of how pragmatics can be integrated into English teaching in Japan, I have often encountered skepticism. In a *second* language context, it is argued, learners have rich exposure to the target language and ample opportunity to use it for real-life purposes. In a *foreign* language situation such as ELT in Japan, however, students lack the need and opportunity of genuine communication in the target language; therefore, it is nearly impossible for students to develop pragmatic ability—the ability to interpret utterances in context, especially when what a speaker says is not the same as what the speaker means; to carry out communicative action effectively and interact successfully in different environments and with different participants.

These arguments bring me back to my own learning history as a nonnative speaker of English and language teaching professional. As a continental European with German as her native language and Danish as her second language, I started learning English in an EFL context in 1960. During nine years of compulsory ELT at a public school, my teachers were other native speakers of German, holding equivalents to MA degrees in English and state teaching certificates based on extensive theoretical and practical education in general pedagogy and foreign language teaching. They all had an excellent command of spoken and written English. During English lessons, English was the language of classroom communication rather than only an object of study. Students acquired the ability to talk and write at length about complex issues in English, but no particular focus was given to everyday interaction outside the classroom and to language functions beyond reference.

In the early 1970s, the educational debate in the Federal Republic of Germany called for a fundamental reform of school curricula. The overall educational goal was redefined as fostering in students the interest and ability to participate actively and critically in society, developing critical awareness of historical, economic, social, and political forces and engage in social transformation. Thus, when language teaching in the public schools began to 'turn pragmatic' in the early 70s, this was not an isolated movement but part and parcel of a more comprehensive reorientation of educational theory and practice. The educational reform in general and the revision of foreign language curricula in particular were strongly inspired by social philosopher Jürgen Habermas' theory of communicative competence (1971; 1984). Habermas' notion of communicative competence acquired the status of an interdisciplinary model at all levels of curricular decisions. But in order to serve as a guiding construct for foreign language teaching, the notion of communicative competence had to be specified into components that could be learnt, taught, and assessed.

In order to reevaluate the role of ELT in developing students' communicative competence in English, it was necessary to examine students' communicative ability at the end of an EFL curriculum that was not specifically oriented towards developing their pragmatic ability. This was the goal of a comprehensive research project on the pragmatic skills of German EFL learners (1976-1980; cf. Edmondson, House, Kasper, & Stemmer, 1984). We found that after nine years of instruction, these learners had the grammatical, pragmatic, and discourse ability to participate in a variety of conversational tasks, but very often their ways of speaking were not socially appropriate in the given context, their contributions did not align well with those of their conversational partners, and they transferred pragmatic and discourse strategies from German to English when such transfer was not effective. Consistent with my own experience, the students had participated in EFL instruction which was predominantly conducted in the target language, and which required that they discussed complex subject matters (such as literary texts and debate issues) in spontaneous classroom interaction. However, their EFL classes had not prepared them to participate successfully in conversations where the social (interpersonal) dimension of communication is particularly important.

Our findings thus indicated that many aspects of pragmatics in EFL settings are not automatically acquired, as a by-product of a focus on grammar and content. A number of subsequent studies have examined what opportunities for developing pragmatic ability second and foreign language class-

日本の英語教育への語用論の取り入れ方についての議論に対して、懐疑的である。第二言語環境では、目的言語にさらされ、現実の生活のために語用論を使う機会が多数あるが、日本の英語教育のような外国語環境では、目的言語での真のコミュニケーションをする機会がほとんどない。したがって、学習者が語用能力、つまりとくに話し手の言葉とその意味するところが違うときその文脈において発言を解釈する能力、効果的にコミュニケーション活動をする能力、様々な環境で様々な人々とうまくつきあっていく能力を習得することがほとんど不可能ではないかと考えている。

rooms afford when pragmatics is not a planned learning objective. This research shows that especially in teacher-fronted teaching, such opportunities are quite limited (Kasper, in press). Inevitably, this raises the question of whether pragmatics *can* be taught in foreign language classrooms—or is pragmatics not a feasible goal to achieve through instruction, as the skeptics claim (Kasper, 1997)?

As all aspects of language learning, the issue of whether pragmatics can be taught is an empirical question that must be examined through rational inquiry. Fortunately, an increasing number of studies demonstrate that most aspects of pragmatics are quite amenable to teaching in foreign language classroom, but not all approaches to teaching pragmatics are equally effective. I will review this research in my talk (cf. Rose & Kasper, in press).

Curriculum revision is not complete without an integrated assessment component. Unless teachers also know about methods to evaluate students' progress in pragmatics, they may be reluctant to focus on pragmatics in their teaching. Fortunately, a number of assessment instruments for pragmatics is now available. At the Department of Second Language Studies (formerly ESL) at the University of Hawai'i, my colleagues J.D. Brown and Thom Hudson developed several measures of pragmatic ability, which were subsequently tested for their use in EFL (Yoshitake, 1997) and JSL contexts (Yamashita, 1996). Currently, our doctoral candidate Carsten Röver (in progress) is developing measures for web-delivered tests of pragmatics for EFL and ESL students. Finally, oral proficiency interviews, a long-standing measure of spoken ability in a foreign language, have also been examined with a view to the information they yield on candidates' pragmatic skills (Norris, in press). In my talk, I will report on the progress that has been made in the assessment of foreign language learners' pragmatic ability.

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Jane Sunderland

Research into Gender in Language Education: Lingering Problems and New Directions

Gender is simultaneously everywhere and no where. Everywhere, because as social experience, all human experience is arguably suffused with gender; nowhere, since gender is often so naturalised that it is invisible. Because gender is so wide-ranging, it spreads into every corner of the language classroom (and indeed of language education). Hence the need for research: for description of gendered experience, for raising teachers' and students' awareness of gender issues, for the promotion of change where equality of opportunity does not exist. And indeed research into gender and language education has been widespread see Sunderland, 2000, forthcoming, for a 'State of the art article'), often drawing on 'answers' to research questions asked of other curricular subject areas. Influenced by the modern women's movement, the motivation for some research has been a feminist one, that is, a desire to expose female disadvantage, or to challenge inequality of opportunity. Areas of research and language education in which researchers have looked at gender difference with a less explicit feminist focus include language learning style and strategies (Oxford, 1994), performance (Arnot et al., 1996), 'ability' (Klann-Delius, 1981; Ekstrand, 1980; Clark, 1998), and student-teacher perceptions (Powell and Batters, 1985; Muchnick and Wolfe, 1992).

Research on gender and language education, through widespread, is however strangely patchy and often thin. Research on gender and language classroom interaction, for example, is sparse compared to research on gender and interaction in other subject classrooms (though see Good, Sykes and Brophy, 1973; Yepez, 1994; and Sunderland, 1998 on gender in whole-class work; and Gass and Varonis,1988; Provo, 1991; and Holmes, 1994, on pair and groupwork). In this area in particular, more research is clearly needed (see also Vandrick, 1999; Willett, 1996). Research into gender representation in language textbooks (e.g. Porecca, 1984; Jones, Kitetu and Sunderland, 1997), on the other hand, has been prolific, and has extended to grammars (Stephens, 1990), dictionaries (Hennessey, 1994) and language tests (Sunderland, 1995a). In addition to its relative paucity, I see two problems with current research on gender in language education. One is common, I would argue, to research in gender and education in general; the other applies specifically to language education. I will deal with the latter first.

As indicated, much research on gender and education has focused on different sorts of educational disadvantages experienced by women and girl learners, for example male dominance in the classroom; 'differential teacher treatment by gender,' by which males get more, and arguably better, teacher attention than females; and representation in textbooks in which female characters are variously stereotyped, trivialised, or rendered relatively invisible.

However, language education research is in a rather uncomfortable position as regards gender if viewed through a 'disadvantage' lens. While male dominance, differential teacher treatment and textbook bias have also been shown (in some research) to be true of some language classrooms, they are largely not reflected in performance, in that in many cultural contexts women and girls tend to obtain the better results (e.g. Arnot et al., 1996), to choose languages more when there is subject choice, and to be better represented as students in University Language Departments, and as language teachers in schools and in Higher Education.

Though this does not mean that findings of differential teacher treatment, male dominance or biased gender representation are irrelevant, or simply wrong - logically, it could be that girls and women would do even better if male dominance, differential teacher treatment and gender-biased textbook representation did not obtain - it is hard to convince teachers in the classroom and on pre-and in-service training courses of their importance, and of their suitability for classroom research, when it may seem that women and girls are doing very nicely. It is also hardly surprising that one focus of current research is why boys seem to be a minority group and/or the poorer performers in language classrooms (e.g. Barton, 1998; Callaghan, 1998). There is nothing wrong with this. However, at the same time, there is no reason to feel that the

ジェンダー（性差）というものはどこにでもあると同時にどこにもないものである。どこにでもあるというのはつまり、社会経験上、人間の経験には至るところに性差があるからである。また、どこにもないというのはつまり、性差はしばしばとても自然なので、見ることができないからである。性差は幅が広いので、言語教育の全ての場面に広がっている。性差別をうけた経験を記録するため、教師、学習者双方の性差問題意識を高めるため、機会均等でないところの変化を促すために、性差の研究が必要である。

battle has been won for women and girls in language education. The apparent superior female performance in languages is not straightforwardly beneficial for women and girls. As regards both first language studies and foreign languages, girls may be being channeled towards being good readers and writers if teachers and girls themselves perceive these as relatively easy options; further, an arts- and humanities-based education may not stand girls in the best stead, career-wise. The implication for research is, then, not only to ask why boys avoid foreign languages and why girls select them, but why boys tend to select maths and sciences and why girls do not.

The second problem, which is shared by research into gender and education in general, but which is possibly worse in research into language education, is the more serious one of operating with two outdated, theoretically unsophisticated concepts of gender: (a) that gender is a simple masculine/feminine binary opposition; and (b) that gender is something 'determined' in a one-way process for or on the individual by a range of experiences. Operating with the first of these means a regrettable continuation of the focus on gender differences - differences between female and male learners in such things as amount of talk, type of talk, language learning styles and strategies, performance on tests and exams, and perceptions (by learners, of themselves, their abilities, the subject, their teachers....).

This is similar to the research questions asked of classrooms in the 1970s which also tended to focus on gender differences, often with the implication that there was a necessary relationship between those differences and (usually female) disadvantage. 'Differences' studies show a (varying) tendency to generalise (and, though this is not their fault, to be generalised from by student researchers), and to give insufficient credence to individual differences. Operating with the second outdated concept, determinism, has meant in particular an unquestioning criticism of gender-biased textbooks and of differential teacher-treatment-by-gender, not only as description but also in terms of the effect these are seen to have. Individual agency, including scope for resistance, has been underplayed. To an extent the quest for differences, and view of gender as something unproblematically and straightforwardly 'determined', have both faded and fallen into disrepute, for a range of good and related reasons. This is true of educational research as a whole. Gender similarities and individual differences (and the importance of these) are now recognised; the corresponding stress on (even obsession with) gender differences is acknowledged as conservative and thus counterproductive; studies of gender 'differences' are carefully framed, acknowledging individuals' own agency, taking care to obviate readings of gender as in any way fixed (which would mean possibilities of change are limited); and language is now more frequently seen as more than a reflection of gender, and as something which might also help constitute it.

Research questions now accordingly tend to be about gender identities and gender representation - the difficulty here for the researcher being not to assume female learners are disadvantaged, but at the same time not to lose sight of the fact that they might be. Some past research on gender in language education can in retrospect be reconceptualised as 'representation', most obviously, the representation of women and men, boys and girls in language textbooks, texts and grammar books, and the representation (or 'gendering') of male and females by teachers, and indeed by male and female students themselves, in talk; the data from these older studies is thus amenable to re-analysis. The idea of 'representation' is close to the important idea in contemporary gender and education research of gender identity, which may be 'shaped' (not determined) by representation. Male and female language learners can be then seen as having different sets of 'identities' - as learners, as language learners, as well as boys/men and girls/women. However, more needs to be done in this direction in gender and language education research.

Research into gender and education as a whole has now also become much more self-reflexive and self-critical. There is now recognition that more teacher attention for males students does not necessarily mean better quality attention; that girls can be quiet for all sorts of reasons; that males talking more or receiving more attention on average is likely to be due to a small subset of boys; that a textbook text cannot simply determine either language learning or gender identity, but may rather simply play a role in shaping; that talk around a given textbook text may be more important that the text itself. It is a good idea to look not simply at textual bias, but how that bias is talked about by the teacher, and indeed how 'progressive' texts are dealt with (Sunderland et al., 2000, forthcoming). Interestingly, research into gender bias in language textbooks as texts alone has experienced something of a decline since the 1970s and 1980s. However, research into gender and language education is still less self-reflexive and self-critical than it should be. Applied Linguistics Conferences still typically include papers on gender differences, and (inexplicitly or explicitly) on how gender bias in language textbooks will 'determine' some aspect of language learning and/or gender identity, as if these were straightforward issues and, in particular, as if learners and indeed teachers did not have either the agency or the wit to resist any potentially shaping influences.

One way research into gender and language education could benefit and draw on current and more sophisticated understandings of gender is by moving from quantitative approaches to qualitative ones. 'Telling cases' (Mitchell, 1983 in interview data or even classroom transcripts, rather than representative cases, or survey data, can highlight our understanding of gender identity, which may after all be what lies behind much classroom interaction (see e.g. Sunderland 1995b, 1996), subject choice and even proficiency. Meaningful extracts, specially selected, rather than differences, numbers and degrees of statistical significance, may be the most fruitful way forward for the stage of maturity which gender and language education research has now reached.

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Torikai Kumiko

English Language Education in Japan: Past, Present and Future

It is quite striking to see that almost anybody teaching English in Japan finds it not exactly an easy task to teach a foreign language to Japanese students, especially to get them to speak. It is both frustrating and discouraging to language teachers. In order to avoid this kind of feeling from leading to counter-productive results, it is helpful to understand the attitudes of Japanese learners of English toward language, especially English. In order to do this, a holistic view of the English language education in this country is vital, with a historical overview as well as cultural and social implications, and to be aware of problems and issues vis-a-vis English.

Traditionally, as in other countries of the world, the most prevalent method in teaching and learning a foreign language in Japan has been the Grammar-Translation Method. For centuries, the purpose of the study of a foreign language, whether it was Chinese, Dutch, French, German or English, was primarily to understand and learn a foreign culture and civilization, along with science and technology. In order to satisfy this objective, what was most important was to read and comprehend foreign texts, and as such, the Grammar-Translation Method served well for the progress of Japanese society.

Therefore, it is not entirely without reason that the Japanese tend to focus on receptive aspects of a foreign language, especially reading, rather than active skills such as speaking. Even with the native language, the Japanese tend to value written language much more than spoken language, and fundamentally, speech is silver, silence is golden in this country. It is perfectly natural to see this attitude being fostered in a tightly knit and highly contextualized society. There just is not any need for people to speak up; rather, a listener of a dialogue is expected to infer and understand the true meaning of a speaker's message from the minimum amount of her utterance. It is not surprising, then, that communicative competence in a foreign language was not overly emphasized.

However, gradually, with increasing need for communication with the outside world, people became more conscious of the need to speak a foreign language and thus various methods and approaches were introduced in the hope of finding an optimal way to acquire oral abilities, not just reading and writing, but listening and speaking. Even before World War II, there were pioneers such as Harold Palmer and A. S. Hornby, but the trend became sharper especially after the war. Right after the war, a radio program was started with its instructor singing, "Come, come everybody!" inviting people to learn to speak English. Probably for the first time in Japanese history, people became keen on learning to speak foreign languages and language schools flourished all over the country. It is significant to note here that it was mainly these private language institutions which offered classes specifically to improve speaking. Much of what was taught at schools did not change drastically. All through high school and college years, what students did mostly was to read a text and translate it with grammatical analysis. It has been common in high school to prepare students to pass the entrance examinations to get into universities, because most colleges include English as an entrance examination subject. Students would study grammar and memorize vocabulary in English, not really for authentic usage, but for entrance exams. And once they got into college, the average English classes were mostly translating literary works, such as Shakespeare, because traditionally, it was customary for literature professors, not language teachers, to teach English.

Back in 1970s, a congressman named Hiraizumi Wataru questioned the validity of the English language education at that time and pressed the need for a more practical approach to English language education. It was immediately rebuffed by Watanabe Shouichi of Sophia University, advocating the need to teach a foreign language as an intellectual endeavor, and the famous debate continued on for several years, with neither side giving in.

However, the situation started to change somewhat with the advent of the Communicative Approach or Communicative Language Teaching, which in many ways answered the needs of contemporary globalization. Although this whole new method did meet some resistance, social needs and demands from the business sector for English for communicative purposes was much stronger, and in the early 1990s the Ministry of Education announced an epoch-making

第二次世界大戦後の日本で英語は常に論争点であった。しかし、現代日本史上、今ほど注目を集めた時期はなかった。言語教育における大きな変革期を迎えている。それは、高校、大学、小学校さえも巻き込んでいる。これらの変化の概観を述べることによって、実践がしっかりと観察され、21世紀のよりよい言語教育が提案される。

Course of Study for foreign language teaching. The 1993 version of the Course of Study for junior high schools stated that the objective of foreign language teaching is "to cultivate attitudes to actively communicate," and in 1994 the new Course of Study for senior high school stated that the goal of foreign language teaching is "to cultivate practical communicative competence." In order to attain this goal, a new subject of English was introduced in high school curriculum, namely Oral Communication A, B and C.

The Ministry of Education is planning to revise the Course of Study for the year 2002. It has announced that they are going to introduce teaching of International Understanding in the elementary school curriculum. Many elementary schools are already contemplating using this rubric to teach English conversation to children.

Tertiary education is not an exception in this wave of changes, or paradigm shift, in language teaching. The first element that prompted curriculum innovation at universities was a deregulation policy announced by the Ministry of Education in 1991, lifting many regulations that have controlled university curricula until then. The second element is a social one, perhaps more fundamental than the first one: a sharp decline in the Japanese birth rate in past decades, leading to a recent sharp decline in the college-age population. Universities and colleges in Japan are faced with a situation where they have to virtually fight for students who apply and enter college. These two factors urged most of the universities throughout the country to innovate their curricula to meet the needs of society, or to be more accurate, the needs of the students themselves. In terms of language education, universities were obliged to change their language programs from the traditional, literature-oriented grammar-translation method to communicative language teaching. Rikkyo University, for example, instituted a completely new language curriculum in 1997, for the first time in its 125-year history, and the objective of the innovated English language program is to equip students with communicative competence and with the knowledge of intercultural communication to prepare them for a globalized and multicultural society.

This trend will undoubtedly continue for now, as well as in the future, although the future is not exactly issue-free. Among the many issues that are being raised and discussed at present in Japan are the teaching of English to elementary school children, raising the TOEFL score of Japanese learners of English, improving college entrance exams, the possibility of making English Japan's second official language, and the basic question of the purpose of English language education in Japan. To address these issues, a special committee was set up by the Minister of Education in January, 2000. Although a variety of opinions are expressed at the monthly committee meetings, there seems to be a consensus on the need to create some coherence in language teaching in different levels of education: primary, secondary and tertiary. In order to have some consistency in our language teaching, it is of vital importance to discuss why Japanese people need to learn English in the first place. What really is the reason for teaching English? Does every Japanese need to be fluent in English? If so, why? Let's say we do need English, what kind of English do Japanese need?

About three decades ago, Nakatsu Ryoko published an award winning book and gave it a provocative title: *Nande Eigo Yaruno?* (Why Study English?). Although this became a bestseller, nobody really answered her question, even to this day. As language teachers, it is part of our responsibility to step back and ponder for a moment in search of an answer. Yes, English is a global language, a de facto lingua franca, and undoubtedly it is convenient if we know the language and can use it. At the same time, however, it is also true that the present world is moving toward multiculturalism and multilingualism, as was prophesied by Samuel Huntington in his controversial book, *The Clash of Civilizations*. If that is the case, what kind of role will English play in the 21st century? All Japanese you meet will say they would like to speak English and deplore the fact that they don't or can't, but the fact of the matter is the majority of the population in this country survive day-to-day living without English. You can enjoy all sorts of TV programs in Japanese, appreciate American movies with Japanese subtitles, and the bestsellers are translated into Japanese immediately. No wonder it is hard for some Japanese to be strongly motivated to study English. So, why do we teach English in Japan? And when we do, what kind of English should we teach? Unless we can answer these basic questions, teaching English, let alone its success, will have a long way to go.

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◆

JALT2000 Featured Speakers

Miles Craven

Asking the question "Why?"

Most teachers have favorite, tried-and-tested activities we like to use with our classes: a fun way to introduce a certain structure, or an exciting activity to revise a particular tense. Such favorites are part of our teaching wardrobe just as much as the clothes we wear. They help us feel secure by giving us a safety net to fall back on whenever needed. As our bank of favorite activities grows, so does our self-confidence in the classroom. Yet, there are times when such lessons, ones that are proven time and time again, suddenly and inexplicably fail. We are left drained of all energy, scratching our heads in confusion, feeling cheated, and haunted by the suspicion that the students have somehow, deliberately sabotaged the lesson. For their part, the students may feel guilty, embarrassed that they couldn't follow the instructions, and inadequate, causing them to retreat into a passive learning style. Perhaps they don't want to, but at least it's safe.

It is too easy to dismiss the failure of an activity or lesson as some failure on the part of the students. Storming into the staff room saying "I hate that class!" is not the answer. To save the soul-searching and struggle, some teachers become indifferent, and emotionally detached. "I just teach; it's up to my students if they learn or not. I can't make them learn." But if we remain indifferent, we soon find ourselves dropping into a lonely abyss, unable to relate to our students and dissatisfied in our job.

For me, such failures in the classroom (and I've certainly had my share) are what makes it such an interesting and rewarding place. The classroom fascinates me: Why did this activity work with this class but not that one? Why does one exercise work, but not another? I need to know. Asking the question "Why?" raises so many exciting possibilities. Furthermore, it's not all about examining failure. Asking "Why did this work so well?" is as valid as asking "Why did it fail?"

Teachers who ask the question "Why?" quickly develop an almost sixth-sense, tuning in to the mood swings of their students, their rhythms of learning and patterns of behavior. Being a "good teacher" in the eyes of ones colleagues and students often involves little more than a sympathetic awareness of how students learn, who they are, and perhaps most importantly, of the differences between them.

I believe the key lies in understanding the differences. Finding the differences inherent in different learning situations, and adapting one's teaching style and approach to match, will result in a rewarding classroom experience for both teachers and students.

It is no revelation to say that people in different parts of the world learn in different ways. The world of English language teaching stretches across oceans and seas (Pacific, Mediterranean, Atlantic...). We have to gain an understanding of the differences if we are to make sense of it all: educational systems, curricula, approaches; student educational backgrounds, expectations, needs, wants; teacher backgrounds, expectations, needs, wants... The list goes on and on, so the differences become almost overwhelming.

Clearly, a class of South American students will behave and learn very differently from a class of Asian learners. Walk into classroom of Brazilian students with a brick in one hand and party hat in the other, and you may have the basis for a good solid 50-minute class of debate, role play, story-telling and who knows what else. Do the same in Japan, and you are more likely to sink under waves of perplexed frowns and silence. Within regional groups, differences also show themselves. A class of Taiwanese students will differ in what they learn, at what pace and how they learn it, from Japanese students, or Korean students for example. Each nationality presents us with different challenges and opportunities.

Of course, we can go a step further. We can break such differences down from regional, to national, and finally to the individual level. Different students bring different skills, experiences, knowledge and expectations to the classroom. Each student represents a unique challenge.

So, is it possible to develop a coherent technique in the face of such difference? Or are we left constantly mixing and matching: a bit of behaviorism here, a little NLP there, a bit of translation here, a little grammar there, forever adapting our approach?

Well, using the technique of mind mapping was one way that helped me, when I found myself in front of hundreds of Japanese university students for the first time. I hope to share my years of experience developing mind-mapping techniques in Japan, with you here at the conference. It's an approach not found in many course books, but it's easy to pick up and very effective in the classroom. After asking the question "Why?", mind mapping can help move us on to "How?"

教室における失敗はとても興味深い。あるアクティビティはここではうまくいったが、他のところではどうしてうまくいかなかったのか。また、この練習はうまくいったのに、あれはどうしてダメなのか。このように「なぜ」と問いかけることによって、たくさんの面白い可能性が浮かび上がってくる。さらに失敗に学ぶのみではない。成功例を分析することは失敗例を研究するのと同様価値のあることである。

Chris Gallagher

Writing Across Genres

Some years ago, Percival (1982) published a very successful research report. His "research" explored a variety of breakfast cereals in terms of their "crunch factor" and how this factor interfered with foreign students' understanding of spoken English at breakfast tables. Although the report was in fact a spoof, it was an excellent model of a research report and has even been used for teaching the purpose, generic structure and grammatical features of this genre of writing. This case demonstrates that written genres exist not just as the inventions of linguists, but for specific human social purposes. Percival used the genre to make fun of the field itself, but without the existence of the genre, and his ability to manipulate it, he would have been unable to achieve the same impact.

Genre literacy, which developed mostly in Australia during the last decade, is an attempt to create a new pedagogic space in the writing classroom, and is underpinned by the language descriptions of *Functional Grammar* (Halliday, 1994). In essence it involves a methodology for teaching how a text "hangs together" and creates meaning in its particular context of use. Because of its emphasis on texts, and not sentences, it moves beyond traditional literacy pedagogies that stress formal correctness. It also goes beyond the process pedagogies which stress "natural" learning through "doing" writing (Cope & Kalantzis, 1993). This is not to say that grammar, or the enabling effect of students learning to write by actually writing are ignored—far from it. Instead, it is an approach that raises students' awareness of the linguistic features of a genre and thus allows them to develop literacy across a variety of genres they will encounter in any curriculum, or even in non-school environments.

A genre-based approach to writing is of particular relevance to Japanese students of English. The focus on sentence-level grammar in Japanese English education is legendary in our field, and although they still have problems 'within' the sentence, it is "above" the sentence that presents the greatest challenge for students, particularly when they are placed in a school environment in which they are required to create "whole" texts such as essays, reports, and summaries, to mention just a few most typical genres in college settings. The students often produce incoherent texts which also lack the cohesion necessary for these kind of genres. Attempts to work from the student's text toward the genre often fail because matters of correction are paramount in many writing programs, not the creation of authentic genres. It also difficult to insert a genre structure into a text after it has been created; a little like trying to insert a recipe into a dish that was created without reference to one. In much the same way as the ingredients, procedure and flavor define a dish, the creation of a text is the result of a combination of linguistic resources for a particular communicative purpose.

Consequently, an integral aspect of a genre approach is working with texts from the beginning; authentic texts that represent genres that are used outside the language classroom. Quite often, in dealing with the complexities of teaching writing to second-language students of English, it is possible to get so caught up with matters of process and correctness that the importance of modeling language in use can be overlooked. A genre approach requires that before attempting to write in a particular genre, the students have been exposed to the genre by reading, analyzing and discussing examples of it. The interconnection between reading and writing is stressed in most language programs, though often the genre of the reading is different to that which the students are required to write. For example, students might be asked to write a critique of a short story, without having first had the genre of a critique modeled for them. In this case, of course, the source text will supply the students with language that enables them to write the critique, but the generic features of a critique would clearly not be evident in the short story itself. It should be pointed out also that a genre approach is not a matter of applying formulaic prescriptions of how a text should be structured. Instead, it is based on an analysis of how a text creates meaning in its context of use and then how this knowledge can be utilized by students to write in the same genre themselves.

It may appear from the above that a genre approach is only suitable in a college or university setting. However this is not the case. Work on genre literacy in Australia began with the Disadvantaged Schools Project in Sydney, spearheaded by Jim Martin (1986), and has been applied successfully to all levels of school literacy including kindergarten and high school. An essential aim of the genre approach is to determine what kind of texts are valued (and why?), and also to make these genres accessible to students in both reading and writing. By doing this, students are able to understand the purpose of each genre and its place within a set of genres and this allows students to deal with language shifts of various kinds, a skill most native speakers are well acquainted with.

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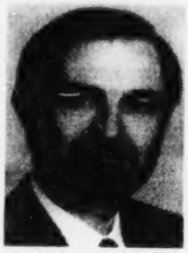
Lance Knowles

Integrating Multimedia into Language Teaching



Multimedia has recently become a hot topic among language teachers and program administrators. Computer labs have been equipped with the latest computers, and a variety of software applications have been installed. Users no longer look to multimedia and computers to provide special effects and entertainment. The emphasis now is on effectiveness, reliability and teacher support.

Given the vast differences in how language programs are set up, multimedia is used in many different ways. The effectiveness of multimedia, then, is relative to the particular implementation. In some cases, students are put into a lab and left to themselves, with little or no guidance. In other instances, multimedia is used as a teaching aid in the classroom, with the teacher utilizing the multimedia to present and model the language. Students then work in groups or rotate into computer stations where they can practice on their own.

There are several broad factors to consider when deciding how to allocate the use of multimedia and teacher resources in a program. For example, language-learning software is probably most effective at the lowest language levels (Foreign Service Interview levels 0 – 1+), where repetition and intensive listening and speaking practice are essential, and where students are most dependent on the language models provided for them. At higher levels (FSI 2 and up), reading has a larger role and students become more self-reliant in the language, lessening the need for as much multimedia in the overall mix of activities.

Another important point is that the frequency of study is generally more important than total study time, particularly at the lower levels. With daily practice, 20 to 30 minutes a session, improvement can be quite rapid, especially if these practice sessions are followed up by classroom activities. These activities vary, of course, with language level, student age, learning maturity, and cultural background. And successful classroom integration requires teachers to be involved, motivated, and supported. A good teacher can make a tremendous difference.

Not only can teachers provide an effective learning environment and mix of activities, but also, by taking the generalized language that any multimedia or text based course provides, they can guide students to the specific language needed in their individual circumstances. Role-plays, oral presentations, group activities and even choral repetition are all meaningful, useful activities that promote language learning.

Teacher support and motivation is certainly no easy issue. Teachers in the language teaching profession come with their own agendas, needs and intellectual biases, just as language students do. While some are eager to enhance their skills, a significant number of teachers are reluctant to change anything at all. Teacher support must therefore address a large number of issues, including the most basic introduction of how to turn on and use a computer as an everyday tool.

Those who believe that learners can work on their own and that good teachers are becoming less important need to face the fact that the drop-out rate in self-study programs is very high. Few students are motivated and disciplined enough to stay the long course which language learning requires. Rather, it is the combination of classroom instruction and multimedia study and practice that is most effective.

Effective use of technology requires that teachers have a practical understanding of how multimedia differs from other forms of language input and how it can affect the teaching-learning process. Unfortunately, even recent graduates from MA programs have been given little practical training in how to use multimedia, often because their programs have few, if any, experienced faculty who have the background or training to provide guidance. In particular, the multi-sensory nature of multimedia is often unappreciated when analyzed or presented, and it is this dimension that sets multimedia lessons apart from textbooks and traditional language labs.

When students are really trying to hear a phrase, for example, we note that they often shut their eyes, in effect shutting out visual noise. This shows how auditory and visual input often conflict, for example when a picture and audio are presented together. The visual input dominates. A more effective technique would be to have the student listen first, and then show the visual after a suitable pause. If you say "a red ball," most people will visualize a red ball, which is a mental act, unless they are seeing a picture of a red ball. When visualization occurs, it helps to input the language. The delayed showing of the picture serves to confirm whether or not comprehension has occurred, but doesn't interfere with the listening and visualization process.

Multimedia provides a means to involve the senses in various ways and in varying degrees of interactivity. Learning to sequence sensory input is a valuable technique that some teachers know instinctively, while other teachers seem to have no sense of it. An awareness of how the senses work or don't work together is especially important when trying to coordinate multimedia with classroom activities and in identifying the roles each kind of instruction should play.

One of the greatest strengths of multimedia lessons is the ability to provide, direct, and monitor effective language practice. Effective language practice is a subject seldom focused on in teacher training programs, yet it is sequenced practice which is at the heart of skill acquisition, whether it be music, language, or playing baseball. An overlapping sequence of general preview, focused listening and speaking tasks, review, extension, and more review—while applying the same sequence to something different—is a powerful prescription for language mastery. This kind of practice, combined with suitable classroom activities and teacher instruction, can greatly accelerate the process of language learning.

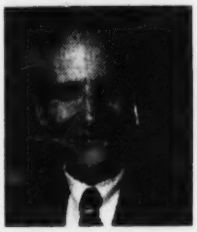
As someone who has been involved in multimedia from its start, I deal with the problem of how to orient and support teachers on a daily basis. In response to requests from our clients, we are now offering training programs that help schools and companies as they shift to technology-assisted language teaching. We are also offering shorter courses to teachers who wish to upgrade their skills through organizations such as JALT. These courses allow for considerably more depth and focus than has been possible in commercial or conference presentations, where we have been presenting for more than ten years.

In addition to addressing language teaching methodology, these new courses provide participants with clear, step-by-step analyses of multimedia lessons, different types of interactivity, and practical guidelines of how best to integrate multimedia into a variety of learning situations. Record keeping and computer assisted tests are also presented and analyzed, though time constraints limit the amount of detail that can be covered in any one course. Upon completion, demonstration programs and documentation will be given to participants, along with a Certificate of Completion.

コンピュータやソフトウェアを使って学校、会社、大学は各自の語学プログラムを向上させようとしている。教師は教室とマルチメディアの統合方法や関連の技術に対する研修や支援を必要としている。DynEdインターナショナルはJALTなどの団体を通して、教師養成コースを開催している。このコースでは、教授法、マルチメディア授業の段階を追った分析、様々なアクティビティ、マルチメディアをいかにそれぞれの教授環境に導入するかのガイドラインなどが提示される。記録のつけかたやコンピュータを利用したテストなども論議される。最後にデモプログラムと資料が参加者に提供される。

Steven J. Molinsky

Using Active Communication to Enhance Learning



Using active communication, as opposed to passive study, is an established approach for helping students acquire and develop communication skills. With the proper classroom setting and support, student-centered learning can take place, and a dynamic, motivating learning environment is created. One way to create such an environment is through the use of what I have termed the 'guided conversation' methodology. This methodology takes two traditional approaches to teaching grammar—pattern drills and traditional dialogs—and combines them with student-centered activities to enable students to internalize target structures while actively participating in conversation classes.

In order to understand the theory of guided conversations, it is helpful to examine the strengths and weaknesses of pattern drills and traditional dialogs and see how a blending of these two approaches can be successfully incorporated into conversation classes.

Pattern Drills

The benefit of pattern drills is that they isolate structures and give students intensive practice. However, these types of drills typically consist of single sentences, unrelated to each other, in a unifying, relevant context. Therefore, as students perform these drills, no real communication is taking place. This isolated practice may allow students to memorize target grammar structures but offers no relevant context, therefore having little meaning for the learner.

Traditional Dialogs

Traditional dialogs, on the other hand, may provide examples of contextualized use of language. However, they typically do not focus sufficiently on the target structures. As a result, students are not given sufficient practice with the grammar, thereby slowing the acquisition process. Traditional dialogs are an effective way to present grammar in context, but students need more focused practice with target structures than these types of dialogs typically provide.

One of the main goals of the guided conversation methodology is to combine the best features of each of these approaches - by providing focused practice with grammar structures, but in a communicative context. In the guided conversation methodology, grammar structures are introduced through short model dialogs, but there is always a clear focus on a particular grammatical structure. As a result, grammar is highlighted, but at the same time is presented in a communicative context.

In the guided conversation methodology, model dialogs serve as vehicles for introducing new grammatical structures. Students then create new conversations based on the structured framework of the model dialog, using new vocabulary and different contexts. As a result, this approach allows for students to practice the grammar structure and vocabulary in context, and then have the opportunity to apply it in a variety of situations.

The ideal situation is for students to practice these models in pairs. This allows for students to actively participate in conversation practice. As a result, the classroom is transformed into a student-centered learning environment.

Using guided conversations is a supportive and enjoyable way to introduce and help students acquire target grammar structures. To maximize use of this approach, there are a few general principles that will hopefully make the guided conversation methodology successful in your classes. Let's look at some of these guiding principles for working with conversations.

Students should speak, not read the conversations

When students are doing these types of exercises, they should avoid reading the conversations, but should instead practice speaking the lines to each other. Even though students will need to refer to the text to be able to practice the conversations, they should not read the lines word by word. Rather, they should scan a full line and then look up from the book and speak the line to the other person. Although this technique is occasionally incorporated into conversation classes, it is important that it be followed and reinforced regularly, thereby allowing it to become second nature to the students.

Intonation and Gesture

Throughout the conversation practice, students should be encouraged to truly act out the dialogs whenever possible. This makes the conversations more enjoyable and more natural. It also serves to help increase students' retention level by maximizing their emotional involvement.

Vocabulary in Context

Vocabulary can and should be effectively taught in the context of the conversation being practiced. Guessing and predicting meaning is a vital skill and should be encouraged as often as possible.

No "Grammar Talk"

Most students have had a lot of formal grammar study and have an understanding of the rules of grammar. Guided conversations should therefore be used to help students use the language and allow them to engage in active communication according to the rules of the grammar structure, without necessarily having to talk about the structure.

Once the framework has been practiced and students have had sufficient opportunity to use it in different contexts, they are ready to take the next step - to use the structures in a freer environment. There are numerous ways to do this, and this is where language learning truly takes place.

The aim of this article has been to take a reflective approach to our teaching and remind ourselves of the importance of creating an effective balance of traditional and progressive approaches in order to enhance learning and create a rich, dynamic learning environment.

受け身学習に対立するものとして積極コミュニケーションを使うというのは、学習者にコミュニケーションスキルを習得させる方法として確立されたアプローチである。適切な教室環境と支援で学習者中心の学習が行われ、動機付けの高い環境が作られる。このような環境をつくる方法として筆者はguided conversation法を使った。

Frank Otto

Second Language Acquisition and Technology: The Time is Now

Today, the developed world has entered an age where technology abounds in all aspects of our lives. The advances seen in the communications industry extend to our communicative learning needs, so that acquiring a foreign language can be made much easier and faster with the assistance of technology.

Japan is a world leader in technology and communications. As founder and executive director of CALICO (Computer-assisted Language Learning and Instruction Consortium), I was pleased to co-host, with my colleagues, an international symposium with ILS-BBC, on December 2-4, 1985, at the Tokyo International Hilton. This was our most successful international conference in my ten years of leadership at CALICO.

There has been considerable interest expressed in designing and implementing a variety of exemplary programs to teach courses in numerous disciplines with the assistance of a computer. As we study the feasibility of such projects, we must determine objectively in what ways and to what extent computer-assisted instruction (CAI) can make a significant contribution to teaching concepts more effectively, by providing teachers, administrators, and students with options that would not otherwise be available.

It has been my pleasure to direct CAI materials development projects designed to teach foreign and second languages since 1975. In the course of this research, several conclusions have been reached concerning ways in which language teachers and administrators can remain in the forefront, as CAI curricula are designed, implemented and evaluated:

1. Competent teachers and administrators must be centrally involved in designing and managing the teaching-learning process,
2. The letters CAI stand for *computer-assisted instruction*; that is, the purpose of the computer isto assist, not replace, the teacher.
3. A major trend in teaching and learning during the past 10 years has been toward the individualization of instruction through the use of interactive multimedia courseware. We refer to this innovation as CAI/IL, (Computer-Assisted Instruction/Interactive Learning). This has not only altered the basic classroom situation, but the roles of teachers and students as well.

In the early days of interactive learning, there were pedagogical materials such as books, audio tapes, movies and visual aids. Today, interactive multimedia incorporates full-motion video, audio, voice recording, graphics, animation, and interactive text. Multimedia is defined as the sequential or simultaneous use of a variety of these media formats.

Access to technology, and access to computers in general, is constantly increasing. Well-designed multimedia software should manage a variety of multimedia, be easy to use, be exciting to look at, and most importantly, be pedagogically sound. Premium products in this area provide tutorial, simulation, practice, gaming, evaluation and training.

The teacher's role is stronger than ever, especially when using multimedia software. People make this work. The instructor's role is to teach, familiarize, integrate into the current curriculum, and to manage and evaluate students.

During this workshop, participants will quickly review the history of CAI/IL and explore how this technology has improved over the years. They will be able to **work firsthand** with software programs that exemplify the technologies discussed. Teachers will learn how best to integrate technology into their existing English training curriculum, and how to augment their teaching using these technologies.

I have found that, in the traditional classroom, 30 to 35% of the information is retained in the classroom. On the other hand, using interactive software, there is a 90 to 95% retention rate in one-half the time. Multimedia courseware attains the following major instructional goals: relevance, attention, confidence, satisfaction, and participation.

Throughout my career, my goal has always been to enhance the learning environment. I have served as a language teacher, language program director, a language school owner, a teacher educator, a materials-development specialist, a project director or principal investigator for numerous grants and contracts from government agencies desiring to apply technology to the teaching and learning of languages, and as the founder-owner of a software company dedicated to designing and developing products for learners of ESL/EFL at all levels.

Whatever our future may be in CAI/IL, the extent to which we will be successful depends more on teacher participation than upon any other single variable. We hope that you will accept the challenge to become involved in a way that is meaningful to you. Please join us for this workshop. I look forward to participating again in JALT's international conference this year.

先進国ではテクノロジーが生活のあらゆる面にあふれている時代になった。コミュニケーションインダストリーに見られる進歩はコミュニカティブ学習ベースにまで広がっている。その結果、外国語を学ぶことはテクノロジーの援助でより簡単に速くなっている。従来の教室では情報の30－35％は授業で記憶される。一方、双方向ソフトを使うと90－95％の記憶保持率が1/2の時間で行うことが出来る。

"Wow, that was such a great lesson,

I really want others to try it!"

「すばらしい授業！、これを他の人にも試してもらいたい！」

Every teacher has run a lesson which just 'worked'. So, why not share it around? The My Share Column is seeking material from creative, enthusiastic teachers for possible publication.

全ての教師は授業の実践者です。この貴重な経験をみんなで分かち合おうではありませんか。My Share Columnは創造的で、熱心な教師からの実践方法、マテリアルの投稿をお待ちしています。

For more information, please contact the editor <tlt_ms@jalt.org>

詳しくは、<tlt_ms@jalt.org>へご連絡ください。

Jack C. Richards

Exploring How Teachers Change

The nature of teacher change is crucial to the field of second language teacher education. As Bailey (1992) and Jackson (1992) have pointed out, change can refer to many things including knowledge, beliefs, attitudes, understanding, self-awareness, and teaching practices. In order to better understand the nature of teacher change a study was sought to clarify the following questions:

> How do teachers see their teaching as having changed over time?
>
> What were the sources of change?

A questionnaire was administered to 112 second language teachers. (Only a part of the data is summarized here. See Richards, Gallo and Renandya (1999) for further information). Information was collected concerning the changes teachers reported in their approach to teaching, and the sources teachers reported for those changes.

In describing changes, many teachers described their teaching as more learner centered, more focused on students' purposes for learning, more related to students' interests and daily lives, and more individualized. Teachers mentioned eliciting student contributions, opinions and views during lessons, showing more respect for students' ideas, treating students as individuals who learn differently, and providing more activities such as pair and group work.

Table 1: Changes in Approach to Language Teaching

Category	Frequency	Percent
Learner centeredness	62	22
Basic teaching philosophy	60	21
Materials and resources	43	15
Language learning activities	33	12
Teaching grammar	28	10
Teacher confidence	25	9
Other: Learner errors	9	3
Teaching the language skills	9	3
Teacher effort	7	2
Teaching procedures	4	1.4

The second most common change was in basic teaching philosophy. This category includes changes in methodology, activities, the focus of lessons, and assessment. Many indicated that they now use a mix of methods and strategies when teaching. Some mentioned an emphasis on strategies, processes, thinking, and creativity. Several respondents mentioned using a more interactive teaching style, with task-based, activity-based and project-based lessons.

There were also many comments about the use of a much greater range of resources for teaching. Instead of relying on the prescribed textbooks, teachers use more authentic texts and teacher-made materials. Another change in the area of resources is the introduction of information technology. Many wrote that they now use IT for teaching and lesson preparation.

A fourth category of change was the types of learning activities used in the language classroom, with a greater use of communicative activities, group work, role play, and games during their English language lessons. Grammar teaching was another area of change, with less time spent on grammar rules or drilling, because of a shift in focus from accuracy and grammar to fluency and communication. Others mentioned using an inductive approach such as a focus on consciousness-raising, and teaching and testing grammar in context.

A final category of change related to teacher confidence. Teachers were more approachable and open with students, had better rapport with colleagues and supervisors, and were more able to relax in class.

The respondents were also asked to identify the sources of the changes they reported.

Table 2: Sources of Change

Item	Frequency	Percent
In-service courses	55	49.1
Seminars/conferences	47	42
Student feedback	46	41.1
Self-discovery	39	34.8
Trial and error	37	33
Collaboration	36	32.1
New texts/curriculum	23	20.5
Contact with others	20	17.9
Research	10	8.9
Tired of doing the same thing	9	8
Other	8	7.1
Teaching journal	6	5.4
Feedback from supervisor	5	4.5

The responses indicate that in-service courses, seminars/conferences, and student feedback are the top three sources for the changes the teachers reported. It is not hard to understand how teachers learn and then change based on student feedback. What was surprising, however, were the two highest responses, which may be linked to the fact that the respondents were attending in-service courses at the time they answered the survey.

Of the next three sources of change—self-discovery, trial and error, and collaboration—the first two involve teachers reflecting on their own performance. Another source that spurred reflection was reading. The importance of collaboration was also stressed by a number of teachers. The next two categories—new texts/curriculum and contact with others—also proved to be useful catalysts for change.

Conclusions

The study confirms that teacher change is multi-dimensional and triggered by many factors. The clear thread running through many of the responses received is that collaboration with colleagues, students, trainers, presenters, and other collaborators offers the support, ideas, and the encouragement necessary to implement positive change. Additionally, reflection and self-appraisal are clearly beneficial for inducing change. A focus on teacher change and how change comes about is thus an important focus for teacher development activities. Teachers can monitor how their own beliefs and practices change through such activities as journal writing, case studies and other methods for reflective analysis. Opportunities to share experiences of positive change can also provide a valuable source of input for in-service courses and teacher education activities.

教師が変わるということは第二言語教師養成の分野で大切なことである。教育現場での変化を描写すると、教師の多くは、彼らの教え方がより学習者中心になり、学習者の学習目的により合ったものになり、学習者の興味や日常生活とより深い関連をもち、個人ベースに近くなっていると述べている。また、教師は、授業中に学習者の意見や考えを引き出し、学習者の考えをさらに尊重し、それぞれ違う方法で学ぶ個人として扱い、ペアワークやグループワークなどのアクティビティをさせると述べている。

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Jill Robbins

Teaching Listening and Speaking Strategies in Japan - CALLA style

Foreign and second language education in 21st century Japan is moving toward the goal of learner autonomy. In this major paradigm shift, teachers are seen as facilitators who allow students the freedom to choose what, how, when and why they study. Yet, to use that autonomy effectively, learners need to have both knowledge about the learning process and the tools to apply that knowledge. This is the main reason for providing strategy training in foreign language classes.

This article describes a synthesis of approaches to teaching second language learning strategies that I have developed in response to the special needs of Japanese learners. I will demonstrate how these approaches can be applied to a listening lesson in a Japanese EFL classroom. This approach is based on two decades of research and practice by a group of dedicated educators. The most influential work in this area has been done by research teams led by Chamot and O'Malley (1994). Based on their research they have developed the CALLA approach, which integrates content-based language instruction with metacognitive awareness of the learning process and learning strategies. Another team of researchers led by Cohen (1998) developed the Strategies-Based Instruction (SBI) approach, which integrates both implicit and explicit instruction in strategies into the course content.

CALLA "is an instructional model that integrates current educational trends in standards, content-based language instruction, learning strategies, and portfolio assessment" (Chamot, Barnhardt, El-Dinary & Robbins, 1999, p. 7). CALLA provides teachers with a task-based five phase instructional design that helps them combine language, content, and learning strategies in a carefully planned lesson. The five phases of CALLA lessons are:

Preparation - activate background knowledge of strategies

Presentation - teacher models the use of the new strategy and explains how and when to use it

Practice - students practice the strategy in class activities

Evaluation - students evaluate their use of the strategy and its effectiveness for the task

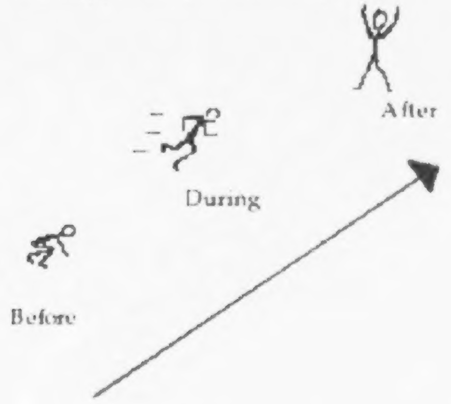
Expansion - students extend the use of the strategy into new situations or tasks

SBI makes a distinction between language learning and language use strategies. *Language learning strategies* are "the conscious thoughts or behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language" while *language use strategies* "help students utilize the language they have already learned to whatever degree" (Cohen 1994, p. 68). The need for *language use strategies* is apparent to teachers at the college level in Japan, whose students have a vast knowledge of English vocabulary but little or no experience in the type of conversation in which that vocabulary might be used. One aspect of the SBI approach is to show how strategies can help at three points in performing a language task: before, during, and after.

This approach allows students to separate the task into manageable elements. It is similar in intent to the metacognitive approach to strategic learning illustrated through a mountain climber's story in Chamot, Barnhardt, El-Dinary & Robbins (1999, p. 89).

Figure 1

SBI approach to learning tasks



Following is a lesson plan for a listening lesson that applies SBI and CALLA.

Preparation phase: Ask students to think of how they approach a listening task by having small groups fill out a handout like the one shown. Have a representative from each group report the strategies students already use in listening.

Presentation phase: Model the focus strategy for performing a task similar to that which the students will tackle in this lesson. "When I am driving and get stuck in a big traffic jam, I sometimes try listening to the traffic report on the radio. I don't try to understand everything that's said about all the places in the city. I just listen casually until I hear the name of the road I'm on. Then my ears perk up and I listen harder for what's keeping me from getting where I want to go. This is selectively attending. I know what I need to hear the most and I decide to only pay attention to that part. I'm listening for the name of this road I'm on, then I listen harder."

Figure 2: Handout

Talk with your classmates. Imagine you have to listen to a news story in English. What do you think about or do at these times? (possible answers given in italics)

Before listening
what the story will be about (from previews or headlines)

While listening
what the point of the story is

After listening
what I think about the story

(Choose someone from your group to report your answers to the class.)

Practice Phase: Remind students of the strategies studied previously for before, during and after listening. In small groups, ask the students to form groups, and give each group a map with cities marked on it that are in the weather report. Ask each group to listen for the weather in a specific city. Students should be reminded to selectively attend while they are listening.

Evaluation Phase: Ask each group to present the weather they heard for their city. If the group was able to get all of the weather information, ask if they felt selectively attending helped them.

Expansion phase: Ask students to give examples of other times and places when they selectively attend; for example, when attendance is being taken or when waiting for a train. Suggest situations in school where selectively attending can be helpful. Assign an outside listening activity that requires selectively attending. Keep a poster on the wall as shown in Figure 3 to remind students of the listening strategies.

If time is limited, these phases may be carried out during consecutive class sessions. The author's research on how learning strategies are taught in Japan (Robbins, 1999) suggests that, while teachers

Figure 3: Strategic Approach to a Listening Task

Before listening
- Set a goal
- Activate background knowledge
- Predict

While listening
- Selectively attend
- Make inferences
- Use imagery

After listening
- Clarify
- Summarize
- Elaborate
- Personalize
- Check goal

are trying to create more learner-centered classes, and provide some strategic training, there remains a need for more encouragement of self-evaluation and monitoring. I hope that this synthesis of approaches helps teachers to take further steps in providing their students with the tools of more effective learning.

21世紀、日本の外国語教育のテーマは、学習者自律へと移っていくであろう。このような変化に伴い、学習者に学習目的、学習方法、学習内容などの選択を促すことが教師の役割となるであろう。学習者は、効果的に自律するために学習プロセスの知識やその知識の生かし方について知る必要がある。そのために、外国語教育の現場でストラテジートレーニングを行うのである。

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Norma Shapiro

Travelling the Road to an Active Vocabulary

I remember my first night as a neophyte ESL (English as a Second Language) teacher in a program for adults. I was armed. I brought with me a huge calendar, a collection of plain, colored paper, flashcards of numbers, and a series of pictures of weather scenes (painstakingly cut out the night before). This was my lesson plan for the evening. I would say the word, show the picture and they would repeat it. These were simple words. That should be enough.

The next evening I was ready with more pictures but my students could barely remember anything from the evening before. After talking to my colleagues, I learned I had completed two weeks worth of lessons in one night! But just how long can one spend teaching numbers, colors, or any topic for that matter? I asked. Students already know the concepts in their language. Isn't it a matter of supplying them with the new words—much like teaching new vocabulary in a history class or a science class?

I didn't know it, but this was the beginning of a personal professional quest—what does it mean to know a word? Just to be able to repeat it when looking at a picture? Obviously not. To be able to choose it from a list or a cloze exercise? Or to write it when translating a passage? Perhaps we can say that students know the word if they can understand it when listening to a radio or television broadcast or use it correctly in a discussion with a native speaker.

As often happens in any professional journey, one question leads to another. Why *are* my students learning English? Do they want to be fluent speakers or to be able to read an English newspaper? In my classroom, of course, they needed English to be able to survive. But they didn't just want to conduct their daily business in their new country, they wanted to be able to express opinions, negotiate, **and** persuade in their new language. In other words, they wanted to use language to communicate higher-level thinking skills.

Slowly, I amended what I thought it meant to "know" a word and corrected the error of my ways. I listened more to my colleagues, went to conferences, read, and paid more attention to my students. Each of the four skills, (listening, speaking, reading and writing) needed to be practiced. From Patricia A. Richard-Amato (1996), in discussing Krashen and Terrell's natural approach, I learned how to ask more questions before asking them to talk. From Tricia Hedge (1988), I learned how to encourage my students to practice the words in writing. From Jayme Adelson Goldstein, my future writing partner and author of *Listen First* (1991) I learned to incorporate focused listening activities. And even that wasn't enough. To use vocabulary to express higher-level thinking skills, students had to practice negotiating meaning, persuading others, **and** offering opinions (Richard-Amato, 1996).

I became a full-fledged proponent of a plethora of new weapons: the communicative approach, competency-based learning, the natural approach, TPR (Total Physical Response) and other methods as well. I had learned how to create activities in the classroom so that students felt**a need** to speak, (Allen, 1983, pp. 9-10), how to provide natural language listening situations so that students can understand what they hear (Celcia-Murcia, 1979), and 00how to give group assignments so students had to negotiate with each other (Larsen-Freeman, 1986).

When Jayme Adelson-Goldstein and I sat down to write activities that would support learning the vocabulary in the Oxford Picture Dictionary Program we defined what we saw as the various stages students go through when learning vocabulary:

Stage 1 - classroom comprehension
Stage 2 - retention
Stage 3 - recognition out of the original context (listening and reading)
Stage 4 - production (speaking and writing)
Stage 5 - higher-level thinking skills

After we decided on the topics, the words for each topic, and the pictures that would provide the meaning, we set about providing activities for each stage of vocabulary acquisition. As I looked back, I saw how far I had come from that first night eighteen years ago. But as experienced as I might think I am, I am always impressed with what my fellow educators are doing. Every time I think I know all there is know about conducting a role play or an interview, I hear about another strategy. "After we do interviews, I have my students chart the results," one high school teacher recently told me. "I never do a role play unless at least five of my twenty students tell me this would be very useful for them, " a teacher at a community college said. Many times after a workshop in a new city I find myself writing down all of the suggestions I have heard that day.

I am really looking forward to coming to JALT and exchanging ideas with fellow teachers of English. I have never met a teacher who didn't have something to teach me.

筆者は、教師になりたての頃、学習者が語彙習得にかかる時間を少なく見積もっていた。同僚や学習者の協力を得て、筆者達は、語彙デベロップメントの5段階を開発した。それは、授業理解、記憶保持、文脈からの認識、産出、高度思考スキルでの使用である。十八年後、筆者はなおも新しいスキルを習得している。

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Brian Tomlinson

A Multi-Dimensional Approach

When reading or listening in our L1 we do not understand the meaning of an utterance or a text just by understanding the meaning of its words. In fact we do not understand the text at all but rather our mental representation of it. For this representation to become meaningful and memorable we need to make use of all the resources of our mind. We need at least to:

- achieve sensory and affective experience of the text;
- connect the text to our previous experiences of language and of life;
- fill in the gaps in the text to achieve our own continuity and completion;
- relate the text to our own interests, views and needs.

In other words we need to achieve multi-dimensional representation of the text in order for us to give it meaning and for it to achieve a durable impression on our minds (Masuhara, 1998, 2000).

If this is true in the L1, it is even more important when listening or reading in the L2. In order to interact effectively with the speaker or the writer (and to utilise the opportunity for language acquisition), we need not only to decode the words but to represent them through sensory imagery, inner speech and affective responses in our minds.

The role of multi-dimensional representation is just as important in language production. Prior to, during, and immediately after speaking or writing, we repre-

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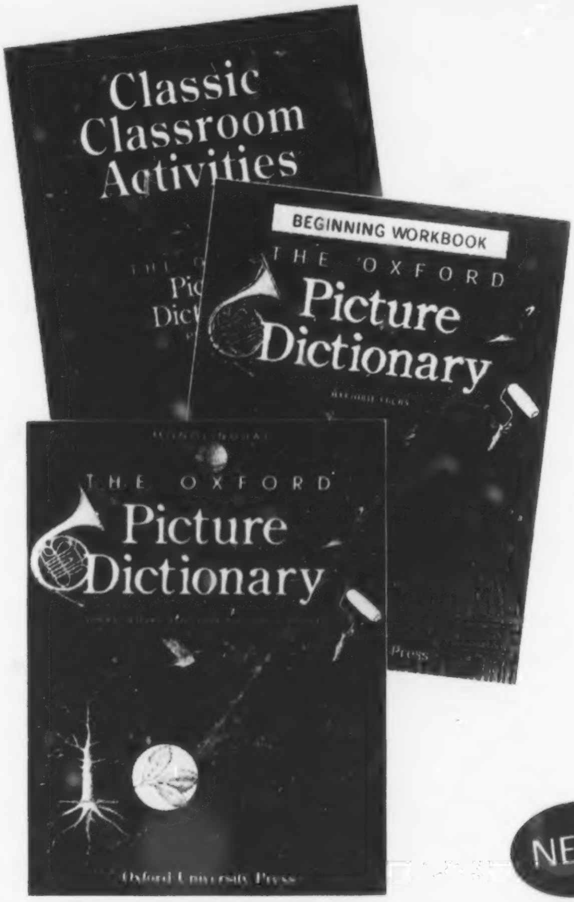
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sent mentally what we want to say publicly through a combination of sensory images, inner speech and affective impulses. The words we thenuse are a means of trying to represent to others what is in our minds.

A multi-dimensional approach aims to help learners to develop the ability to produce and process an L2 by using their mental resources in ways similar to those they use when communicating in their L1. Doing so not only helps learners to maximise their brain's potential for communicating in an L2 but it also maximises their brain's potential for learning. We seem to learn things "best when we see things as part of a recognised pattern, when our imaginations are aroused, when we make natural associations between one idea and another, and when the information appeals to our senses." (Berman, 1999, p. 2). In other words, using affect, mental imagery, and inner speech is not only what we do during language use but also what we do to learn.

The Principles of a Multi-Dimensional Approach

My Multi-Dimensional Approach is based on the following principles of learning and communication.

Affect is the key to understanding and to learning. An "experience with a powerful attachment to emotions or feelings is more likely to be retained in the long-term memory" (Berman, 1999, p. 4), and so is an experience which we have positive attitudes towards and which helps to raise our self-esteem. Such experiences are likely to be more meaningful and more fully understood than experiences in which affect is not involved. Affective appeal is therefore a pre-requisite for effective communication and for durable learning to take place.

Making connections between a new experience and previous experiences is necessary both for communication and for learning to take place. Such connections are made by firing neural paths in the brain and are stimulated by sensory, motor, cognitive and affective associations.

Relevance is a key factor in the gaining and paying of attention and in contributing to the deep processing which is essential for long term learning to take place. Relevance is achieved through the stimulus of affective responses and the making of multiple and salient connections.

Sensory imaging plays a vital role in the creation and understanding of language use and is instrumental in the making of connections and the achievement of relevance. During language use in the L1 we touch, smell, hear and, above all, see things in our minds. If we do not experience such images whilst learning an L2, our learning will be impoverished and our ability to understand and produce the language will be impaired (Sadoski and Paivio, 1994; Tomlinson, 1998a).

The inner voice is used in the L1 to prepare for and to interpret outer voice communication. Developing an L2 inner voice not only helps learners to understand and to make themselves understood but it helps them to make the connections and to achieve the relevance which are crucial for learning to take place (Tomlinson, 2000a, 2000b).

Paying attention to language use helps learners develop language awareness and users of a language to achieve effect. This is particularly so if they have been engaged affectively and have managed to achieve connection and relevance.

The Objectives of a Multi-Dimensional Approach

My Multi-Dimensional Approach aims to help learners to

- make full use of their mental resources in the process of learning to use an L2.
- learn an L2 in both experiential and studial ways.
- learn an L2 by utilising the same mental processes as they use when communicating in their L1.
- develop the ability to make full use of multi-dimensional representation when understanding or producing the L2.
- become accurate, fluent, appropriate and effective users of the L2.

Some of the Procedures of a Multi-Dimensional Approach

Engaging Affect – The three aspects of affect (i.e. emotional involvement, positive attitudes towards the learning experience, and self-esteem) can be engaged by

- encouraging learners to remember and recount relevant emotive experiences in their lives prior to or after participation in an activity.
- encouraging learners to think about and articulate their views about a relevant issue prior to or after participation in an activity.
- providing reading and listening experiences which have the potential for involving the learners emotionally. "It is emotions, not logic, that drive our attention, meaning-making and memory. This suggests the importance of eliciting curiosity, suspense, humour, excitement, joy and laughter. Story telling can provide an ideal means of achieving this" (Berman, 1999, p. 2).
- encouraging learners to express their views, attitudes, opinions and emotions in writing and speaking activities.
- creating an environment in which learning is a stimulating, enjoyable and successful experience (by, for example, avoiding activities which are mechanical, bland, trivial, or designed to trap, and by using activities which start from what the learners understand and then help them to deepen their understanding) .
- providing activities which offer an achievable challenge.
- catering for differing preferred learning styles by providing a varied choice of activities.

See Arnold (1999) and Tomlinson (1998c, 1999) for other suggestions.

Imaging

An "overwhelming amount of empirical evidence seems to show that imagery is a remarkably effective mediator of cognitive performance, ranging from short-term memory to creativity." (Kaufman, 1996, p. 77). It is also a means of stimulating and responding to affect, of connecting with prior experience, of predicting the development of a text , of achieving mental representation and of "accessing the right side of the brain, where creativity, intuition, spontaneity, and even healing capacities are said to reside." (Berman, 1999:3)

Learners can be encouraged to create mental images through

- imaging activities in which the teacher guides the learners to see, smell, hear or touch things in their minds.
- imaging instructions for language activities (e.g. "As you read the article try to imagine what the Maldives look like now and what they might look like if the seas continue to rise."; "Try to see your ideal house in your mind. Then describe what it looks like to your partner.").
- activities which involve imaging as an initiating move (e.g. drawing what happens in a story, miming the actions in a story you are listening to, following a recipe, following instructions in order to play a new game).

See Tomlinson (1998a) for other suggestions.

Using the Inner Voice

Knowledge of a language is the ability to use that language; and the primary use of language is in thought. Knowing a language is being able to think in it. Learning an outer language involves the incorporation of that language into one's inner language. (Harman, 1981, p. 38)

On many language courses learners never really develop an inner voice in the L2 because they are constantly being urged to produce in the outer voice, because they are rarely given the time or the incentive to think in the L2, because many of the activities they take part in require little mental preparation or response, and because they often focus all their processing energy on perfecting their utterances in their outer voice.

Learners can be helped to develop an L2 inner voice by

- postponing language production activities until the learners have had the opportunity to start to develop an inner voice through comprehension activities which require mental and physical responses.
- providing activities which require learners to talk to themselves before talking to others.
- providing activities which require learners to talk to themselves whilst listening or reading.
- encouraging learners to talk to themselves in the L2 for "homework."

See Tomlinson 2000a and 2000b for other suggestions.

Kinesthetic Activities – Early stages of my Multi-Dimensional Approach use Total Physical Response (TPR) to provide learners with meaningful experience of the language in use. The learners follow spoken instructions to perform actions, play games, mime stories, make models, make meals etc. That way they do not have to worry about producing correct language before they are ready and they begin the process of multi-dimensional representation as they represent the instructions in their minds before trying to carry them out.

Once the learners are ready to start producing language in the L2, TPR Plus activities are introduced in which the first phase of some lessons consists of a physical response activity, and the subsequent activities build on from it. Thus, a lesson might start with the miming of the first scene in a story from the teacher's reading of it. Then the learners might develop their second scene and write or act it. And finally the learners might read the story.

See Asher 1994 and Tomlinson 1994b for other suggestions.

Connection Activities

These are simply (but usefully) activities which ask students to think of connections between a topic, theme or text and their own direct and vicarious experience of life. They can be done as pre-, whilst- or post-reading/listening activities and can be private mental activities or pair or group discussions.

Process Activities

Instead of being given a text to read or listen to carefully in order to answer questions on it, the learners are helped to create a version of the text themselves. Some of the procedures which can help them are:

- Shouting out the next word when the teacher stops whilst reading a story.
- Writing the next word of a text as the teacher builds it up word by word on the board or OHP.
- Filling in blanks in a text by choosing from a number of acceptable alternatives.
- Writing a text as a dictation and then writing the next line in a group whenever the reader stops.
- Reading a story page by page and drawing a picture to illustrate their predictions for each next page.
- Miming a scene from a text as the teacher reads it and then in groups preparing and miming the next scene.

All the activities above are designed to activate the minds of the learners and to ensure that their eventual experience of the original text will be multi-dimensional rather than decoding focused.

Inferencing Activities – These are activities in which learners are presented with a gap which has been left by a writer or speaker for the receiver(s) to fill in. The gap can initially be filled in through sensory imaging and inner speech and then articulated through discussion or writing.

Awareness Activities – These are activities in which learners are helped to experience a text through multi-dimensional representation and are then asked to discover things about how the language has been used to achieve accuracy, appropriacy or effect. Such activities can involve investigating features of grammar, vocabulary, pragmatics, discourse, style, genre or text type. These are cognitive, studial activities but they succeed best if they have been preceded by activities which stimulate affective, experiential responses to the text.

See Tomlinson (1994a) for a discussion and an example of this approach.

Conclusion

A multi-dimensional approach does not need any special materials or techniques. It can be used very effectively by collecting a bank of potentially engaging reading and listening materials (perhaps selected from a coursebook) and then designing activities which involve multi-dimensional responses to them. The following flexible framework has been used to develop a principled and connected series of multi-dimensional responses to a text:

1 Readiness Activities (i.e. imaging, inner speech and connection activities aiming at activating the mind in readiness for experiencing the text).
2 Experiential Activities (i.e. experiencing the text through visualising, inner speech, affective associations etc. (Tomlinson, 1998b)).
3 Intake Response Activities (i.e. expressing affective responses to what has been taken in from the text; sharing mental representations with other learners).
4 Development Activities (i.e. language production activities which use the text as a base - and thus also deepen understanding of it).
5 Input Response Activities (i.e. interpreting the intentions of the speaker/writer).
6 Awareness Activities (i.e. making discoveries about salient linguistic, pragmatic or stylistic features of the text).

For other discussions of aspects of a multi-dimensional approach see Masuhara, 2000; Tomlinson, 2000c, in press.

母語で読んだり聞いたりするとき、ただ単語の意味を理解することによってその意味を理解しているのではない。実際、本文を理解しているのではなく、頭の中の記号を理解しているのだ。この記号を意味があって記憶できるものにするために、頭の中のすべての機能を使用しなければならない。少なくとも以下のことをしなければならない：本文に対する知覚的で感情的な経験を達成すること、本文と私たちの生活経験や、生活経験を結びつけること、連続性を達成するために本文のギャップを埋めること、興味、見識、ニーズと本文を関連づけること

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Sally Wehmeier

Dealing With the Evidence: How dictionaries make their case

I am greatly looking forward to participating in the JALT conference. This will be my first JALT conference and also my first time in Japan. Japan was where, over fifty years ago, A.S. Hornby created, for his Japanese students, the dictionary that was to become the first edition of the *Oxford Advanced Learner's Dictionary*. I welcome the opportunity to share here, perhaps more than anywhere else, my own work as editor of the recently-published sixth edition of the dictionary. One of the things I missed most when I took up lexicography after ten or so years as a teacher was the immediate feedback that is an integral part of the teaching situation. Lexicographers meet the users of their dictionaries only occasionally during the course of their long projects, and opportunities for discussion of the final product are thus especially welcome.

I hope the participants in my workshop at JALT will benefit from insights into, and hands-on experience of, dictionary compilation. I shall be talking very much as a practitioner rather than as a theorist. The Advanced Learner's is only a medium-sized dictionary, but in preparing it I have had, nevertheless, to wrestle with the individual complexities of a large subset of the lexicon. And I have read the dictionary from cover to cover (a good read, if rather disjointed!).

I think of the process of creating dictionary entries as being in distinct stages. Perhaps these stages can be seen as similar to those needed for the preparation of a case in a court of law. First the evidence is marshalled, then it has to be sifted and interpreted, then ordered and presented. And the strongest case may fail to convince if it is poorly presented.

Marshalling the evidence

Evidence in a court of law may be patchy and unreliable. Dictionary writers, in contrast, have benefited over the last decade or so from the availability of the large language corpora that can supply them with hard evidence of the most convincing kind. They now have objective information to help them make authoritative statements on frequency and collocation, and on meaning as it is revealed through context. Having worked on dictionaries both pre- and post-corpus, I know the value of corpus evidence cannot be disputed. How to use this evidence is also far less problematic than, say, the question of how evidence from corpora, and especially spoken corpora, should be integrated into coursebook materials and classroom teaching. The corpus reveals facts about the language that were not accessible before. And this point has to be stressed—they were previously absolutely not accessible. Thinking harder or thinking better did not help. No native speaker of English, for example, can tell you 'off the top of their head' whether someone or somebody is more frequent in written English. (In fact, someone is about five times more frequent in the British National Corpus.)

Interpreting the evidence

A lawyer working on a case must construct an interpretation of the evidence that is to the advantage of his or her client. Similarly, a good lexicographer is working to produce a version of the facts that is appropriate for a particular identified audience. Several factors will influence the selection of material - is the dictionary aimed at learners or native speakers of a language, at beginners or advanced students, at specialists or non-specialists? There will be different 'truths' for each. And the corpus evidence may be adapted in order to increase the usefulness to the intended audience. For example, I would defend, and indeed encourage, the use of 'pedagogical' examples, thought up by the lexicographer, where these best illustrate a grammatical point.

Presenting the case

The same case presented by different lawyers may not be equally convincing. Not all dictionary entries are equally useful, even if they are based on the same corpus evidence and interpretation. For example, the defining language or style may be inappropriate, or the grammatical information may be presented in a way which baffles rather than illuminates. The organization on the page (or computer screen), even the typographical specification, may facilitate or hinder the users' reception of the content.

The jury is out...

There are many questions which preoccupy me as I think ahead to new projects. Electronic dictionaries will free lexicographers finally from the obsession with space and the need to conserve it. But will this necessarily mean better dictionaries? Is there not a case of 'less being more'? For example, with corpus evidence we can say a great deal about -ed adjectives and -ing adjectives and nouns. Do we want to? Or rather, are the interests of the learner served by our doing so? Are there things we should be leaving out of our dictionaries, rather than aiming to put more in? And, most importantly, do we know enough about our users and their reference skills and needs? Have we thought enough about

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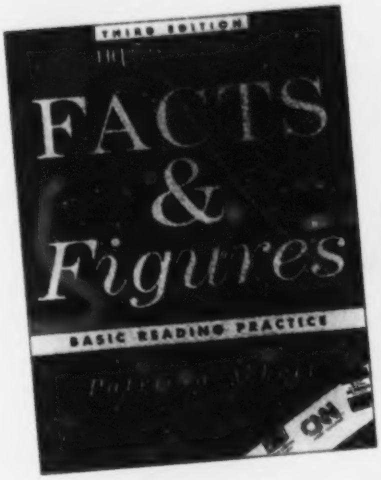
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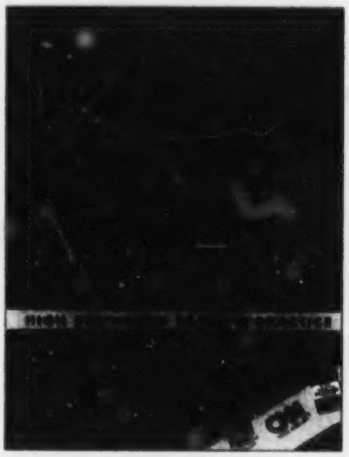

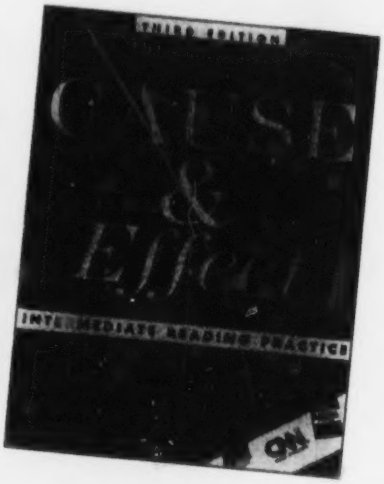
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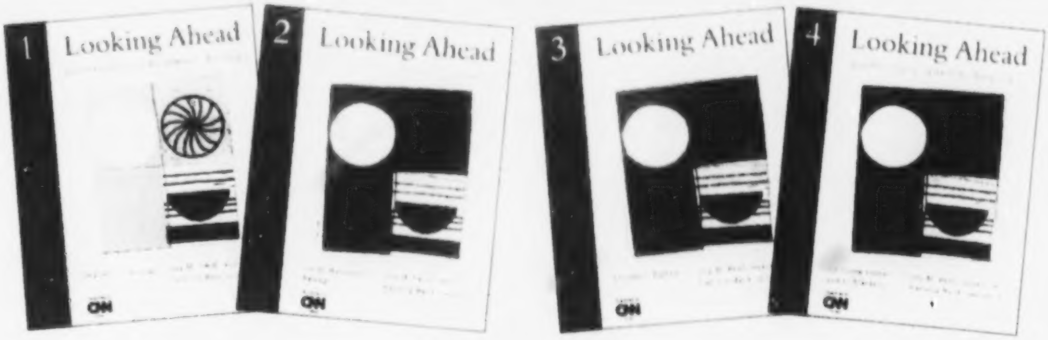
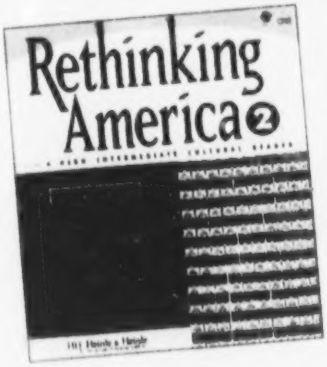
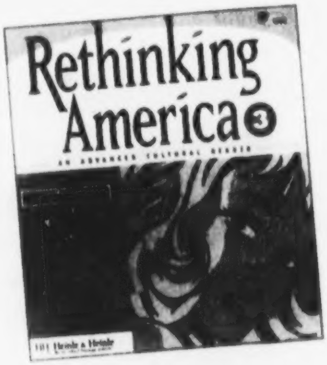

1 Looking Ahead
2 Looking Ahead
3 Looking Ahead
4 Looking Ahead

Rethinking America 1
AN INTERMEDIATE CULTURAL READER


Rethinking America 2
A HIGH INTERMEDIATE CULTURAL READER


Rethinking America 3
AN ADVANCED CULTURAL READER

For further information:

Thomson Learning TEL: 03-5282-5180 FAX: 03-5282-5181 E-mail: elt@tlj.co.jp

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Editor: Robert W. Long

Translation: Asakawa Kazuya

Layout and Design: Paul Collett

Proofing: Aleda Krause, Paul Lewis, Tom Merner, Asakawa Kazuya

JALT2000 Logo: Andrew Robbins

The 26th Annual International Conference on Language Teaching and Learning & Educational Materials Expo

第２６回全国語学教育学会年次国際大会、語学教育・学習教材展

Conference Theme:Towards the New Millennium

大会テーマ 新千年紀に向かって

November 2-5, 2000

Shizuoka Granship, Shizuoka Prefecture, Japan

Welcome from the Conference Program Chairs

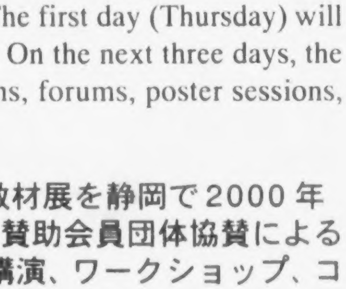
大会プログラム委員歓迎挨拶

The Japan Association for Language Teaching (JALT) will hold its 26th Annual International Conference on Language Teaching and Learning & Educational Materials Expo in Shizuoka, Japan, from Thursday, November 2 to Sunday, November 5, 2000. The first day (Thursday) will be devoted to workshops sponsored by JALT's Associate Members. On the next three days, the plenary sessions, workshops, colloquia, demonstrations, discussions, forums, poster sessions, and swap meets will be held.

全国語学教育学会(JALT) は第２６回年次国際大会ならびに教材展を静岡で2000年１１月２日から５日に開催します。初日（木曜日）はJALTの賛助会員団体協賛によるワークショップが開かれます。さらに３日間にわたって基調講演、ワークショップ、コロキア、デモンストレーション、ディスカッション、フォーラム、ポスターセッションや交流イベントなどがおこなわれます。

We extend our warmest welcome to you as the new century approaches. We look forward to seeing you at the Granship in Shizuoka in 2000 and hope that this conference can help you to better navigate the waters of English language teaching.

私たちは、新しい世紀を迎えようとしている今、皆様方をお迎えすることを心より歓迎いたします。静岡のグランシップでの出会いが、英語教育という大海の舵取りとなりますことを願っております。



Keith Lane and Robert W. Long

JALT2000 Conference
Program Co-Chairs

JALT2000 Key Point Guide

This year is our 26th year anniversary and we are excited to offer the best JALT conference yet. In addition to the world-class plenary speakers we have planned a variety of social events to encourage both a dynamic conference and the most invaluable part of a conference—networking. Here is just a small preview of what you will experience at JALT2000.

Thursday, November 2, 2000

On-site Registration 4:30 p.m. - 7:00 p.m.
Featured Speaker Workshops
Afternoon Sessions 1:00 p.m. - 4:00 p.m.; Evening Sessions 5:00 p.m. - 8:00 p.m.

Friday, November 3, 2000

On-site Registration 9:00 a.m. - 5:00 p.m.
Opening Ceremony and Plenary Address by Dr. Anne Burns
Educational Materials Expo, 9:00 a.m. - 5:00 p.m.
26th Anniversary Celebration Party, sponsored by Banner Overseas Financial Services

Saturday, November 4, 2000

On-site Registration 9:00 a.m. - 3:00 p.m.
Plenary Addresses by Dr. Gabriele Kasper and Dr. Jane Sunderland
Presentation by Asian Scholar, Dr. In Lee, sponsored by Tuttle Shokai Inc.
Educational Materials Expo, 9:00 a.m. - 5:00 p.m.
Saturday Night Networking Event, sponsored by Pearson Education Japan

Sunday, November 5, 2000

On-Site Registration 9:00 a.m. - 11:00 a.m.
Plenary Address by Prof. Torikai Kumiko
Educational Materials Expo, 9:00 a.m. - 5:00 p.m.

Social Events at JALT2000

26th Anniversary Celebration Party: Friday Evening Main floor. Admission ¥3,000 - advance payment preferable (some tickets at the door). Tickets include music, some food and drinks. A cash bar will also be open. Celebrate JALT's 26th anniversary in style. Sponsored by Banner Overseas Financial Services.

Saturday Night Networking Event. Enjoy a delightful evening under the stars with music, food and drink and professional networking. Sponsored by Pearson Education Japan.

JALT26周年パーティ：金曜日、夕刻、メインフロアにて。会費３，０００円、事前に入場券を購入のこと。

サタデーナイトネットワーキングイベント：懇親会、星空の下、音楽とご馳走、飲み物で懇親をふかめましょう。

Conference Schedule Online

A detailed schedule of the conference was not available for the printing of this supplement. However, a tentative schedule is at the following website:

http://jalt.org/conferences

Local tourist information and plenary speaker abstracts are also online. Please check the website throughout the summer months and up to the time of the conference for schedule updates and information about Shizuoka and maps of the area around the conference center.

Job Information Center

This service enables teachers and prospective employers to meet one another in a relaxed, professional atmosphere. A wide range of job opportunities for teachers are posted on the JIC Bulletin Boards. Employers have a chance to select from a large number of highly qualified candidates and can interview them on site. Register as early as possible so that interviews can be arranged. Applicants are requested to supply one resume for every position they are interested in.

Friday	November 3	11:00 a.m. - 5:00 p.m.
Saturday	November 4	9:00 a.m. - 5:00 p.m.
Sunday	November 5	9:00 a.m. - 12:00 p.m.

The 4 Corners Tour

One Main Speaker and the Asian Scholar will be visiting JALT chapters in the week prior to the conference. During their stay in host chapters, the speakers will give talks and workshops for the chapters and for other educational institutions in the community. Not only do the chapters benefit, but the speakers are given an opportunity to become more familiar with the context of language education in Japan. The participants in this year's tour are:

Main Speaker: Dr. Ann Burns (NCELTR, Macquarie University, Australia) *JR travel pass sponsor: Tuttle Shokai, Inc.*
Asian Scholar: Dr. In Lee (Department of English Education, Chonju National University of Education)

Support from sponsors makes this tour possible. We gratefully acknowledge the generous and ongoing sponsorship of Tuttle Shokai, Inc. as well as others. There is a good chance that one of these main speakers will be coming to a chapter in your area. For more information, check with your local chapter program chair.

基調講演者のうち１名とアジア招聘研究者は大会に先立って、JALT各支部や地域の学校などの教育関係機関で講演やワークショップを行います。支部や地域のためばかりでなく、講演者や招聘者がひろく日本の言語教育事情を知るよい機会となります。今年は以下の２名によるツアーが持たれます。

Dr. Ann Burns (NCELTR, Macquarie University, Australia)
Dr. In Lee（国立全州教育大学）

４コーナーツアーは、後援各社のご協力により実現されるものです。この場を借りて賛助会員のタトル商会他各社に感謝申し上げます。お近くの支部に講演者が訪問する可能性もございます。日程等詳細につきましては、地元支部の企画委員までお問い合わせください。

JALT2000 Asian Scholar

JALT is honored to have Dr. In Lee from Korea as the JALT2000 Asian Scholar. In previous years, JALT Asian Scholars have visited from Indonesia, Malaysia, the Philippines, Laos, Vietnam, China, and Russia. In 2000, JALT is pleased to take part as an agent of change to encourage collaboration between language teachers in Korea and Japan. Dr. Lee is a professor in the Department of English Education at Chonju National University of Education. His visit to JALT occurs at a time when major developments are taking place in the Korean education system. English has been introduced at the elementary school levels, and curriculum changes are underway. Professor In Lee's tour of Japan, culminating at JALT2000 in Shizuoka, is timely and guaranteed to be stimulating for the many participants who are welcome to attend his lectures. Thanks to Tuttle Shokai, Inc. for sponsoring the JALT2000 Asian Scholar.

これまでアジア各国から研究者を招聘してきているが、本年は韓国からIn Lee博士を招聘いたしました。韓国と日本の語学教員の交流を促進することになるものです。韓国では教育改革の中で、小学校に英語教育が導入されたところであり、まさに時機を得たツアーだといえるでしょう。JALT2000アジア研究者招聘を後援してくださったタトル商会へ感謝申し上げます。

PAC: The Pan Asian Series of Conferences

JALT can steer you to other conferences as well. PAC is a series of conferences, publications (proceedings and journals), and research networks that was created and signed into agreement by JALT, KoreaTESOL and ThailandTESOL in 1994. The English Teachers Association from the Republic of China joined PAC in 1999. PAC1 was launched in Bangkok January 4 - 7, 1997; PAC2 was held in Seoul, October 1 - 3, 1999; and PAC3 will be held in Kitakyushu, Kyushu, Japan from November 22 - 25, 2001 at "JALT2001: A Language Odyssey."

Asian Focus is of International Importance

IATEFL and TESOL International support the development of PAC, have sent leaders and main speakers to the conferences, and have actively participated in Pan Asian Council meetings to plan for future conferences, publications, and activities in Asia. Teachers residing in PAC-partner countries (Korea, Thailand, Taiwan, and Japan) hold an 8 percent share of membership votes in TESOL, ranking second only to teachers based in the USA. Of that percentage, Japan has 897 members or 6%, South Korea has 120 members (1%), Taiwan ROC has 100 members (1%), and Thailand has 32 members. Other Asian countries in which teachers of foreign languages are interested in communicating with teachers outside their home country and possibly collaborating on a research project include: Australia, Cambodia, China, PRC, Fiji, Hong Kong SAR, Indonesia, Mongolia, New Zealand, North Korea, Papua New Guinea, Philippines, Singapore, and Vietnam. Please contact the PAC3 Chair David McMurray by email at mcmurray@fka.att.ne.jp if you are interested in collaborating with language teachers in Asia prior to PAC3.

Active Support of PAC by JALT

JALT was given the honor of nominating the opening speaker at PAC1 in January 1997 in Bangkok, Thailand. Marc Helgeson was selected and opened the conference series with questions which have stimulated much action research through to PAC2. At PAC2, JALT selected Yoshida Kensaku to be the closing plenary speaker. Dr. Yoshida was a popular main speaker at JALT95 in Nagoya where he addressed some 2000 attendees who came to hear him speak about intercultural communication.

Active Support of JALT from Asian Colleagues

KoreaTESOL, ThaiTESOL, ETA-ROC, TESOL International, and IATEFL will all be nominating and involved in selecting plenary speakers from around the world to grace PAC3. KoreaTESOL has the honor of opening up the conference where it left off in Seoul. ThaiTESOL, TESOL International, and IATEFL will strongly support JALT to spotlight main and special speakers throughout the 3-day conference and ETA-ROC has the challenge of wrapping up the conference and motivating yet more research in the field during the year before PAC4.

Speaker Slots Filled by Collaboration

With such an outpouring of program support, main speakers will be teaming up to give plenaries, workshops, or special lectures on their field of EFL in an Asian context. For example, at PAC3, US-based Donald Freeman teams up with UK-based Tessa Woodward, and Hong Kong-based Christopher Candlin and Australian-based Anne Burns are also scheduled to collaborate on presenting their research. The program will lean toward the sharing of collaborative efforts and team presentations, panel discussions, and colloquia and other forums.

PAC4 in Taipei

PAC4 will be hosted by the English Teachers Association of the Republic of China in Taipei November 11-13, 2002. ETA-ROC is an official partner of JALT since 1998. Representatives of ETA-ROC have been attending JALT conferences for several years as well as ThaiTESOL and KoreaTESOL conferences. Johanna Katchen, (katchen@mx.nthu.edu.tw) the PAC3 Co-Chair, will become the PAC4 Chair. *The Language Teacher* has published several interesting articles by teachers in Taiwan. A good-sized contingent will attend PAC3 to receive the PAC baton during the final ceremony and take it to Taiwan.

Featured Speaker Workshops

Thursday, November 2, 2000

Each year JALT's Featured Speaker Workshops have proven very popular, so register early. Each workshop is three hours and limited to 35 people. With twelve workshops to choose from, participants can select from a wide variety of topics and issues. In addition, the workshops allow participants the chance to meet and speak candidly with the Featured Speakers. Afternoon workshops will run from 1:00 p.m. to 4:00 p.m.; evening workshops are from 5:00 p.m. to 8:00 p.m. The fee for each workshop is ¥4000. Seating is limited, so sign up as soon as possible. When registering be sure to include the workshop code:

A denotes an Afternoon Workshop	1:00 p.m. to 4:00 p.m.
E denotes an Evening Workshop	5:00 p.m. to 8:00 p.m.

ＪＡＬＴ全国大会の大きな魅力の１つが特別企画ワークショップです。3時間にわたっておこなわれ、定員も３５名に限定されています。例年、すぐに定員が一杯になってしまいますので、早めに申し込むことをおすすめします。１２のワークショップはさまざまな研究領域や問題を網羅しており、発表者と交流する時間が十分あるのも魅力です。午後１時から４時と夜間の午後５時から８時の２つの時間帯に[illegible]かれてていて、参加費は4,000 円です。説明の下にあるコードでＡは午後，Ｅは夜間のワークショップを示します。

Afternoon Sessions 1:00 p.m. - 4:00 p.m.

RESEARCHING GENDER IN LANGUAGE EDUCATION

Dr. Jane Sunderland, Lancaster University

Sponsor: British Council/GALE (SIG)/WELL (SIG)

Focus: Research groups interested in gender are well placed to carry out projects which require large amounts of data, and/or which are concerned with gendered variation across contexts. Research as teamwork also has a valuable educational function for the researchers. In this workshop we will look at two research projects in the area of gender in language education carried out by members of a research group, and explore possible foci for and stages in workshop participants' own projects.

ジェンダーに対して多くの研究グループが関心を寄せています。さまざまなコンテキストにおいて、さまざまなバリエーションがあり、多くのデータによる研究が予期されます。同時に共同研究は研究者にとって貴重な経験にもなるのです。ワークショップでは２つのジェンダー研究を検証し、参加者が自分のプロジェクトを実施する上での視点を探求していきます。**CODE: A-1**

FROM CORPUS TO CLASSROOM: DICTIONARY MAKING AND USE

Ms. Sally Wehmeier, Managing Editor, ELT Dictionaries

Sponsor: Oxford University Press

Focus: This workshop presents the techniques ELT dictionary makers use to sift corpus evidence in order to present learners with necessary information. Participants have the opportunity, in groups, to test how their intuition matches the data the corpus provides. Once the question of what to include is resolved, participants are invited to have their say about how dictionary entries should be presented. The second part of the workshop focuses on dictionary usage in a teaching situation.

外国語学習辞書制作者から、コーパスを学習者に必要な情報を提供するための典拠とする使い方が示されます。参加者はグループごとに自分の直感がコーパスのデータと合うかどうか実際に試していきます。さらに問題点を解決しながら、辞書の項目のあり方はどうあるべきかを論議します。後半はどのように辞書を授業に役立てるかを取り上げます。**CODE: A-2**

MIND MAPS: WHAT ARE THEY AND HOW DO THEY WORK?

Prof. Miles Craven, Churchill College, University of Cambridge

Sponsor: Macmillan Language House

Focus: This workshop will explore ways teachers can use the technique of mind mapping with their classes. Mind mapping techniques for the four skills of speaking, listening, reading and writing will be covered. Participants will prepare their own mind maps and be led through various communicative exercises they can use with their own students. This workshop will demonstrate a useful technique that can be effectively employed with classes of all ages and abilities.

マインドマッピングの授業への応用を追究します。話す、聞く、読む、書くといった4技能のためにマインドマッピングは効果があり、さまざまなコミュニケーションのスキルを高めるために、参加者がそれぞれ自分自身でできるようにします。また、いずれの年齢、能力の学習者に対しても効果があがる方法を実演します。**CODE: A-3**

WRITING ACROSS GENRES

Mr. Christopher Gallagher, International Christian University

Sponsor: Aston University

Focus: This workshop will provide participants with a fast-track introductory course to a genre approach to teaching writing and its applications for the classroom teacher. It will be of particular interest to teachers of writing, but also any language teacher that has an interest in grammar and the connection between the contexts of language use and the texts that are created within them. It is intended to be very much hands on, with ample opportunity for application and discussion.

ライティングを教えるのためのジャンルアプローチの入門です。ライティングを教えるという特定の目的はありますが、文法や内容と表現のつながりにも共通に関心を持つものです。ワークショップではきわめて実践的なやり方、応用について検討していきます。**CODE: A-4**

STRATEGIES FOR DYNAMIC CLASSROOM INTERACTION

Dr. Steven Molinsky, Director, TESOL Graduate Program, Boston University.

Sponsor: Pearson Education Japan

Focus: This presentation will focus on strategies to help students remember vocabulary that has been introduced in class and to use grammatical structures in spontaneous and natural ways. The presenter will offer a typology of language acquisition activities designed to engage students in active, dynamic use of the language. Participants will be provided with a variety of exercises and tasks designed for motivating reinforcement of grammatical patterns and vocabulary items.

生徒が授業で導入された語彙を覚え、文法構造を自発的かつ自然に使うようにするやり方を提示します。また、生徒が活発に、言語を使えるようにデザインされた言語習得活動の類型とその類型にもとづく文法パターンや語彙の習得を強化し、動機づけをはかるためのさまざまなエクササイズやタスクも提案します。**CODE: A-5**

SECOND LANGUAGE ACQUISITION & TECHNOLOGY

Dr. Frank Otto, ELT Software Store, Founder & Chairman

Sponsor: ELT Software Store

Focus: This multimedia presentation discusses the history of technology-based education and language acquisition software. See how technology and language training have come together in the past decade to create opportunities to both teachers and learners like the world has never seen before. Dr. Otto uses over 33 years of professional and academic experience to demonstrate why now is the time to be a part of this exciting field. Examples of this synergistic relationship will be demonstrated.

教育における技術革新や言語学習ソフトの歴史をマルチメディアによるプレゼンテーションでたどります。この１０年は工学が言語学習に対して大きな影響を与え、教師や学習者にとってかつてない状況になっています。その理由を明確にし、相乗効果についてデモンストレーションを行います。
CODE: A-6

Evening Sessions 5:00 p.m. - 8:00 p.m.

TRAVELLING THE ROAD TO AN ACTIVE VOCABULARY

Ms. Norma Shapiro, Peace Corps, Los Angeles Unified School District

Sponsor: Oxford University Press

Focus: When students acquire new vocabulary, they follow five stages of learning words: 1) classroom comprehension, 2) retention, 3) recognition out of the original context, 4) production in speaking and writing, and 5) use in high-level thinking skills. After a discussion of language acquisition theory and a "mathematical look" at what it takes to become fluent, participants learn communicative activities and techniques for each of these five stages. A bibliography and handouts for teachers to use in their classrooms will be provided.

学生が新しい語彙を学ぶ時に５つの段階があります：１．教室での理解、２．保持、３．もとのコンテキスト以外での再認、４．話す、書くことによる生成、５．より高次の思考レベルでの使用。第２言語習得理論から、５つの段階における流暢さやコミュニカティブな活動とそのテクニックの妥当性を論議します。教室での実践のために参考文献や資料が提供されます。**CODE: E-1**

TEACHING LEARNING STRATEGIES IN JAPAN - CALLA STYLE

Dr. Jill Robbins, Assistant Professor, Kwansei Gakuin University

Sponsor: Pearson Education Japan

Focus: This workshop focuses on teaching listening and speaking strategies in Japanese classroom environments. The method demonstrated is based on the Cognitive Academic Language Learning Approach (CALLA), developed with Anna Uhl Chamot. Metacognitive control by learners is key to this approach. Participants are guided through a think-aloud activity in order to gain a deeper understanding of learning strategies. Then participants create a lesson plan that adapts the CALLA method to their students' levels and needs.

日本の教室でのリスニングと会話のストラテジーの指導をとりあげます。Anna Uhl Chamot による認知言語学習アプローチにもとづいたデモンストレーションを行い、学習者によるメタ認知コントロールがこのアプローチの核心であることにせまります。また、発話プロトコール法を実際に行い、学習方略のより深い理解をはかります。さらに参加者自身の学生のレベルやニーズに合わせたＣＡＬＬＡメソッドのレッスンプランを立て、検討します。**CODE: E-2**

INTEGRATING MULTIMEDIA INTO LANGUAGE TEACHING

Mr. Lance Knowles, President and Founder of DynEd International

Sponsor: DynEd Japan

Focus: In this three-hour mini-course, the presenter will focus on theory and practice. What does interactive multimedia really mean? How do interactive learning activities relate to language learning theories? In the final segment, the presenter will show how teachers, class activities and multimedia can reinforce each other to accelerate language learning.

３時間のミニコースで理論と実践の両方を扱います。インタラクティブマルチメディアとは何か、インタラクティブな学習活動と言語学習理論との関連について提案し、いかに教師や教室、そしてマルチメディアがそれぞれ言語学習を促進するかみることになります。**CODE: E-3**

Featured Speaker Workshop Recordings

JALT is exploring the possibility of video/audiotaping some of these workshops. If you can't attend the preconference workshops, but would like to purchase a video/audiotape of a particular session, please let Robert W. Long (long@dhs.kyutech.ac.jp) know about which speaker you are interested in by September 15th.

Designing Reading Materials for the New Millennium

Prof. Jack C. Richards, Regional English Language Center, Singapore

Sponsor: Cambridge University Press

Focus: In this workshop participants will first examine the nature of reading skills and consider different approaches to the teaching of reading comprehension. Problems posed by the use of authentic texts will then be considered, as well as the types of adaptations that are often necessary if authentic texts are to be used successfully. Participants will then examine exercises that can be used to develop reading skills before creating their own reading activities.

参加者とともにリーディングスキルについて検討し、読解指導のさまざまなアプローチを考えます。オーセンティックなテクストの使用についての問題を問いながら、必要な改編についての考えをすすめていきます。また、リーディング能力を高めるために用いられているアクティビティについても検討し、自分でリーディングアクティビティをつくることができるようにするものです。**CODE: E-4**

Materials for Language in the Mind

Dr. Brian Tomlinson, Senior Fellow, National University of Singapore

Sponsor: Cambridge University Press

Focus: This workshop will focus on materials which aim to facilitate language acquisition through the stimulus of motor, sensory, cognitive and affective activity in the mind. We have developed such materials and have found that they can help learners of all levels and learning style preferences to improve. Participants will be given opportunities to experience and evaluate materials for language in the mind and they will be given opportunities to develop such materials for themselves.

心的、感覚的、認知的あるいは情緒といった面から心理に働きかけ、言語習得を促進するような教材を取り上げます。あらゆるレベルや学習スタイルを持つ学習者に効果が得られるように開発された教材、学習者心理に働きかける教材の評価を実際に行います。また、参加者が自分で教材をつくることも試みます。**CODE: E-5**

Grammar and Lexis in a Task-Based Methodology

Dr. David Willis, Senior Lecturer, University of Birmingham

Sponsor: David English House

Focus: Learners learn a language best by using that language to create and exchange meanings. However, current research shows that learners also need to work at language form–at grammar, vocabulary and the structure of text. In this workshop, we will analyse and produce teaching plans which begin with the performance of a task and then go on to provide work focused on the language used in the task.

学習者が意味を創造し、交換しながら言葉を使うことが、もっともよい学習であるといえます。しかしながら、最新の研究では文法、語彙、文構造といった言語形態についても学ぶ必要があることがわかってきています。ワークショップではタスクを行う中で、授業案を作成し、分析を行います。その際、使われる言語について焦点をあてます。**CODE: E-6**

Food facilities will not be available on site during the Featured Speaker evening sessions. Attendees, if not planning to dine elsewhere, should bring something to eat.

Our Plenary Speakers

Anne Burns is the Associate Director of the National Centre for English Language Teaching and Research (NCELTR), and Head of the Division of Linguistics and Psychology at Macquarie University in Sydney, Australia. She taught English in a number of countries, including the UK, France, Kenya and Mauritius, before moving to Australia where she worked in the Adult Migrant English Program as a teacher, program manager, teacher educator and researcher. Her research interests include classroom-based and action research, second language literacy development, spoken discourse analysis and the teaching of speaking, and curriculum development. Amongst her extensive publications are the *Teachers' Voices* series (NCELTR), *Focus on Reading, Focus on Speaking* and *Focus on Grammar* (NCELTR) and *Collaborative Action Research for English Language Teachers* (CUP, 1999).

国立英語教育研究所副所長、マッコーリー大学（オーストラリア、シドニー）言語心理学部長。英国、フランス、ケニヤ、モーリシャスなど多くの国々での教育経験があり、現在、オーストラリアで成人移民のための英語プログラムの教員として、また、プログラムマネージャー、さらに研修担当、研究職として勤めています。研究の関心は教室でのアクションリサーチ、第2言語リテラシーの習得、発話分析、スピーキング指導、カリキュラム開発です。著書、論文は次のとおり：the *Teachers' Voices* series (NCELTR), *Focus on Reading, Focus on Speaking* and *Focus on Grammar* (NCELTR) and *Collaborative Action Research for English Language Teachers* (CUP, 1999).

Sponsored by Tuttle Shokai, Inc.

Gabrielle Kasper is Professor at the University of Hawai'i, where she teaches in the MA in ESL and PhD in SLA programs. During the Fall 2000 semester, she is a Visiting Professor at Temple University Japan and Kansai University. Most of her research has concentrated on sociolinguistic and psycholinguistic aspects of interlanguage pragmatics, especially pragmatic development, instruction, and research methods. Her next book, *Pragmatics in Language Teaching* (coedited with Kenneth Rose), will appear in 2001.

ハワイ大学マノア校でESLについての修士課程、SLAについて博士課程で教鞭をとる。2000年度はテンプル大学ジャパンおよび関西大学客員教授。中間言語語用論の社会言語学的ならびに心理言語学的側面、また、語用論的能力の習得、指導、そして研究手法が研究領域。*Pragmatics in Language Teaching* (Kenneth Roseとの共編著)は2001年に刊行予定。

Sponsored by JALT SIGs: CUE, Learner Development, Testing, Other Language Educators affiliate, Pragmatics (a forming SIG). Publishers: Oxford University Press, Pearson Education

Jane Sunderland teaches "Gender and Language" and "Researching Language Classrooms" in the Department of Linguistics and Modern English Language, Lancaster University, UK. She also coordinates a new "Partly-taught PhD in Applied Linguistics" programme. Her main research interests are gender and language both inside and outside language education, and include the way parentcraft texts construct fatherhood, and different ways of researching stories written for young children. She is also interested in issues of classroom research in general, and the affective role of email on distance learning programmes.

英国ランカスター大学言語学・現代英語学部において「ジェンダーと言語」「言語教授研究」を教えています。応用言語学の新しいPHdプログラムのコーディネーターでもある。言語教育内外におけるジェンダーと言語が研究対象。育児書や子育てに関するテキストが父親のあり方にどのように影響しているか、また、授業研究一般、また通信教育プログラムにおけるemailの影響にも関心を持っています。

Sponsored by The British Council and GALE/WELL.

Torikai Kumiko is the director of the English Language Program at Rikkyo University, and has been an instructor of NHK TV Eikaiwa since 1998. She is also a member of the special committee on improving the teaching of English Language (Ministry of Education), the National Council on Language Policy, Japan UNESCO Committee, and the National Council for Tourism Policy.

立教大学英語教育プログラム主任、NHKテレビ英会話(1998年度より)を担当。英語指導方法等改善推進会議（文部省)、国語審議会、ユネスコ国内委員会、観光政策審議会委員。

Registration Information

Conference Registration Fees (per person) 大会参加登録料金

Pre-Registration Fees 事前登録 (Deadline: postmarked by Oct. 5)

	1 day	2 days	3 days
JALT Member 会員 (current as of Nov.)	¥8,500	¥12,000	¥15,000
Conference Member 一般	¥11,500	¥16,000	¥19,000
On-site Registration Fees 当日登録 (Register on site)			
JALT Member 会員 (current as of Nov.)	¥10,000	¥14,000	¥18,000
Conference Member 一般	¥13,000	¥18,000	¥22,000
Parent-Child Room (PC)	¥8,500	¥12,000	¥15,000
Featured Speaker Workshops–each 大会前日（木）の特別企画ワークショップ（１講座）			
JALT Member 会員 (current as of Nov.)	¥4,000		
Conference Member 一般	¥5,000		
Banquet パーテイー	¥3,000		

***Member rates are available only for JALT members who are current members as of November 2000.**

If you pay for your membership at the time of registration you can register as a member. You can pay JALT membership and registration fees by VISA or MasterCard, however you cannot pay only JALT membership by credit card. Group members should pay their membership fees by postal *furikae*, not by credit card.

Pre-Registration Deadline: October 5 (Thursday)

How to Register for JALT2000

Pre-registration is the cheapest and smoothest way to guarantee a good start to JALT2000. Please take advantage of the discounted pre-registration rates and register before the October 5, 2000 deadline. After your pre-registration application is processed, an acknowledgement card will be issued in September or October, which you can exchange for your name tag and conference bag at the conference site. On-site registration will take place at the conference site on Thursday November 2, 5:00 - 7:00 p.m. and throughout the remaining days of the conference. VISA and MasterCard will be accepted at the conference site, too.

Members must show their membership card to register on site at the member rate.

Within Japan

A. By Postal Furikae

Fill out the attached postal *furikae* form in English or Roman letters, and make payment at a post office. Make sure to include your name, mailing address, date(s) of attendance and code(s) of Featured Speaker Workshop(s). Use one form for each person. Contact the JALT Central Office if you require additional forms.

B. By VISA or MasterCard

1. Find the form in this supplement titled *Pre-Registration Form - for Credit Card Users only* (page S21). Use one form for each person.
2. Fill out the form. Print clearly. Be sure to include your name, mailing address, date(s) of attendance and code(s) of Featured Speaker Workshop(s).
3. Make sure that all the information about your credit card is included. We cannot process your application if any of the information is missing.

4. All payments are in yen.
5. Payment for JALT membership only cannot be made by credit card.
6. Mail the form to the JALT Central Office. Fax is not acceptable.

Cash or checks will not be accepted.

From Overseas

A. By Bank Draft

Fill out the attached postal *furikae* form and make payment with a bank draft drawn in Japanese yen made payable to JALT. Be sure to add an additional ¥1,500 per bank draft to the total for the Japanese bank draft handling fee. Send your registration application and payment to the JALT Central Office.

B. By Postal Money Order

Send your registration application and International Postal Money Order in yen to the JALT Central Office. No other currency will be honored. No bank service charge is necessary.

C. By VISA or MasterCard.

See the instructions above: *Within Japan B.*

Make your life simple—please pre-register. If you can't, please bring your membership card (even if it is expired) with you to the conference to help make check-in faster.

Notes

1. *Ordinary Participant's Registration*

Only applications postmarked by **Thursday, October 5** will be accepted as pre-registration. After the deadline, participants **must register on site**. Applications postmarked October 6 and after, if received, will be required to pay an **extra charge of ¥2,000** in addition to the on-site rates.

2. *Presenter's Registration*

Presenters must register for the conference and pay for their **equipment charges** by **Wednesday, September 20** (postmarked). Those failing to do so will have their presentations canceled. *JALT can only provide the equipment detailed in your letter of presentation acceptance and paid for at the time of pre-registration.* In the case of a group of presenters the group leader or contact person must pay the equipment charges.

3. *Cancellation*

The final deadline for receipt by the JALT Central Office of cancellation for conference, Featured Speaker Workshop registration and party tickets is **Thursday, October 19, 5:00 p.m.** Cancellation requests will not be honored after this deadline. All requests for refunds must be made in writing. A cancellation charge of ¥3,000 will be deducted from your payment. There will be no refunds of any kind given at the conference site. All refunds will be made to the registrant by postal money order about 3 months after the conference.

4. *Balance Due*

A note for balance due will be on the acknowledgement card. Make payment by postal *furikae* only, before the pre-registration deadline. You will also receive this note if your membership expires before November 2000. Please pay your membership at the time of registration for smoother processing because acknowledgement cards will not be reissued.

5. ***The JALT Central Office will not accept payment for hotel and travel reservations nor will it be responsible for payments for these made by mistake.***

6. It is important for you to retain a copy of your receipt. Your proof of payment is needed for all inquiries to the JALT Central Office regarding payments and refunds.

JALT Central Office: Urban Edge Bldg 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan
Tel: 03-3837-1630 Fax: 03-3837-1631
jalt@gol.com

JALT2000 大会参加登録

参加登録の会員料金は、2000年11月現在JALT会員である人にのみ適用されます。会員でない方及び11月の時点で会員期限が切れている方も、参加登録と共にJALT会費を支払えば会員料金で申し込めます。VISAやMasterCardで参加登録費とともにJALT会費を支払う事が出来ますが, JALT会費のみをカードで支払う事は出来ません。グループメンバーのJALT会費についてはカードでなく郵便振替にて支払ってください。

事前登録の締切：2000年10月5日（木）

大会参加登録の申し込み方法

2000年10月5日（木）までに事前登録されると参加費が割引されますので是非ご利用下さい。事務局は事前参加登録の申し込みを処理した後、9月以降にAcknowledgement Card（受領書）を発行します。大会当日この受領書（及び郵便局で支払った場合は郵便払込票）を大会会場の受け付けに持参し名札と大会バックを受け取って下さい。尚大会会場での当日登録は11月2日（木）午後5時から7時迄及び大会開催中に行い、VISA 及MasterCard も受け付けます。当日登録する会員は必ず会員証を持参してください。

国内での事前登録（次の方法のいずれかにて申し込んで下さい。）

1. 郵便振替を使用: 添付の郵便振替用紙に、氏名・住所（ローマ字）・参加日・希望するワーショップのコード等を記入し、郵便局で支払って下さい。振替用紙は一人一枚を使用し、足りない場合はJALT事務局に請求して下さい。

2. VISA 又は MasterCard を使用: 添付の Pre-Registration Form - for Credit Card Users only (page S21) の申し込み用紙に必要事項を記入してJALT事務局に郵送してください。

*注意 1. 申し込み用紙は1人1枚を使用。2. クレジットカードの所有者番号、所有者名、有効期限等の詳細を明確に記入。記載不十分なものは受け付けません。3. 登録者の名前、住所、参加日その他必要事項を漏れなく記入。4. 支払は日本円以外受け付けません。5. クレジットカードで JALT会費 のみを支払う事はできません。6. 申し込み用紙をJALT事務局へ郵送。Faxは受け付けません。

現金や小切手での支払いは受け付けません。

海外からの事前登録

英文の How to Register for JALT2000 - From Overseas の手順を参照してください。

注意事項

1. 一般の参加登録

JALT事務局では大会事前登録を10月5日（木）（消印有効）迄受け付けます。10月6日（金）以降 は受け付けませんので、当日、大会会場で登録して下さい。万一事前登録期限を過ぎて送金された場合は、当日料金の他に2000円の追加料金を請求させていただきます。

2. 発表者の参加登録

発表者は、9月20日（水)（消印有効）迄に参加登録を済ませて下さい。参加登録が遅れるとプレゼンテーション が取り消される事もあります。機材使用料は参加費と共に支払っていただきます。プレゼンテーションのアクセプタンスレターに記載されていない機材、事前登録で支払われなかった機材については用意しません。グループ発表の場合はグループリーダーが機材使用料を支払ってください。

3. 参加登録の取り消し

大会、ワークショップ、パーティーの参加登録を取り消す場合は、10月19日（木）午後5時（必着）までに書面にて申し出て下さい。期限内に申し出のあった取り消しについてのみ大会終了の約3ケ月後にキャンセル料3000円を差し引いた残額を郵便小為替にて登録者本人に払戻し致します。期限後の取消については理由の如何に拘わらず払戻ししません。

4. 支払いに不足金がある場合

支払いに不足金があった場合は、Acknowledgement Card （受領書）でお知らせいたしますので郵便振替にて事前登録期限内に送金して下さい。11月現在会員権が切れている場合も不足金が生じますので大会登録と共に会員の更新をされる様お勧めします。尚不足金が支払われても受領書の再発行は致しませんのでご了承下さい。

5. 宿泊・旅行手配

JALT事務局では宿泊や旅行については扱いません。旅行会社JALT2000デスクへ直接申し込んでください。誤って事務局に送られた宿泊、旅行代金についても責任を負いかねますのでご注意下さい。

6. レシートの保管

登録後のお問い合わせには、レシートの提示が必要なので大会後もレシートを保管してください。

JALT事務局：110-0016東京都台東区台東1-37-9　アーバンエッジビル5F
TEL: 03-3837-1630　　FAX: 03-3837-1631
jalt@gol.com

Sheltered English Workshops at JALT2000

After the very positive response we received from the Japanese teachers who attended the "Sheltered English" professional development workshops at JALT 99, this series of workshops designed especially for non-native speakers of English, will be offered again at this year's conference. Organizer Sean Conley says, "The model for these workshops is the Sheltered English language programs in U.S. public schools. In these programs content courses for non-native speakers are taught in English by teachers familiar with the needs of language learners." The Presenters in this year's workshops will apply some of the common "sheltered English" techniques both to help make meaning clear for the participants and to serve as a model of what can also be done in the EFL classroom.

This year's presentations, like last year's, will run in the same room consecutively during three days of the conference. Presenters will give 45-minute workshops on topics such as: the use of folktales as bridges of cultural understanding, integrating the four skills through constructing stories, a framework approach to teaching culture, mind-mapping as a key tool for learning how to write in English, and other topics.

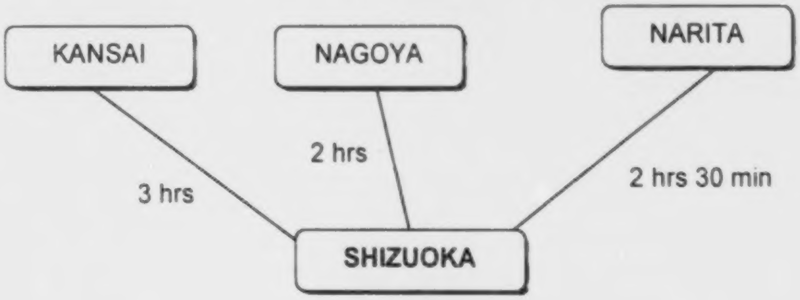
We welcome all those non-native English speakers who would enjoy the opportunity to take part in these presentations in a safe and relaxed atmosphere.

JALT would like to welcome any parents with young children to its JALT2000 Conference, and the Parent-Child Room, in Shizuoka.

We hope that children have a safe and enjoyable time with their parents during the course of the conference. A lot of effort and preparation from many sides has gone into bringing the Parent-Child Room from wish to reality. Among others, we wish to thank the Teaching Children SIG, and in particular: Michelle Nagashima and Dan Kirk for their persistance and hard work on this project in its first experimental stages this year at Shizuoka.

Getting to Shizuoka

Situated between eastern and western Japan, Shizuoka is only an hour away from Tokyo and Nagoya, and two hours away from Osaka by Shinkansen (bullet train).



From Narita Airport
Take the Narita Express from Narita Airport to Tokyo Station (1 hr), then take the Shinkansen to Shizuoka station. Not all Hikari Shinkansens stop at Shizuoka, so please check before boarding. It is approximately one hour by Hikari, and 1.5 hours by Kodama. Tickets can be purchased at Narita Airport to Shizuoka (¥8,890).
成田空港から、成田エクスプレスで東京駅へ（所要1時間）、新幹線に乗り換え。静岡に停車する「ひかり」は限られているので時刻表で確認を。「ひかり」で1時間、「こだま」では1時間半。成田空港から8,890円。

From Haneda Airport
Take the Monorail from Haneda Airport to Hamamatsucho station (22 min, ¥470), and then take the JR Yamanote line or Keihin-Tohoku line from Hamamatsucho to Tokyo station (6 min, ¥150). From here, take either a Hikari or Kodama Shinkansen to Shizuoka station (¥6,180).
羽田空港から、浜松町駅まで所要２２分、470円。JR山手線、または京浜東北線で東京駅へ（所要６分、150円）。東京から新幹線「ひかり」「こだま」、6,180円。

From Tokyo Station
Take Hikari or Kodama Shinkansen to Shizuoka Station. Check before boarding if the Hikari Shinkansen you are taking stops in Shizuoka.
東京駅より「ひかり」または「こだま」。静岡停車の「ひかり」に乗車のこと。

From Kansai Airport
Take JR Haruka to Shin-Osaka station (48 min), then take the Shinkansen Hikari or Kodama to Shizuoka (almost 2 hours by Hikari, about 2 hours 20 minutes by Kodama). A ticket can be purchased at Kansai Airport to Shizuoka (¥12,360).
関西空港よりJR「はるか」で新大阪駅へ（所要48分）、新大阪駅から「ひかり」（所要2時間）あるいは「こだま」（所要2時間20分）。関西空港から静岡まで12,360円。

From the north
Go via Tokyo Station or Haneda Airport.
北海道、東北方面から東京駅あるいは、羽田空港経由。

From the west
Go via Shin-Osaka Station by Shinkansen or via Nagoya Airport. From Nagoya Airport, take the airport bus to JR Nagoya station (32 min/¥870), then take the Shinkansen (by Hikari about 1 hour, by Kodama approx. 1.5 hours/¥6,180).
九州、四国方面から新大阪駅から新幹線、または名古屋空港経由。名古屋空港から、JR名古屋駅までエアポートバスで所要32分、870円。名古屋駅から新幹線で「ひかり」で1時間、「こだま」で1時間半、料金、6,180円。

How to get to Granship from Shizuoka
Take the Tokaido-Honsen from JR Shizuoka to Higashi-Shizuoka station (3 min/¥140, 1 station away).
静岡からグランシップはJR東海道本線静岡駅から東静岡駅へ1駅（所要3分、140円）。

JALT2000 Hotel and Travel Information

The Nippon Travel Agency International Travel Department has secured a large number of single and twin rooms in a variety of hotel types for the duration of JALT2000 to satisfy all conference participant's needs and budgets. Many of these rooms are offered at special discount rates for JALT conference participants.

Please read all pages carefully before you apply for hotel reservations.

To reserve flight tickets and JR tickets, please contact NTA or your nearest NTA Branch Office.

Hotel Information

Various types of hotels are available to suit your accommodation needs. All give good quality service and are reputable. Rooms are limited since the conference is once again being held over a popular three-day weekend. Please send your reservation in early to receive your choice of hotels. The rates listed are per room and include a 10% service charge and 5% consumption tax. Breakfast is NOT included. The size of each room is in square meters.

Please be informed that hotel staff may not speak English at some hotels. The following hotel directions indicate the distance from JR Shizuoka Station (静岡駅) to each hotel. Granship Shizuoka – the conference site – is a few minutes walk from JR Higashi Shizuoka Station (東静岡駅) which is 3 minutes from Shizuoka Station by the Tokaido-sen (東海道線).

Code	Hotel Name	Room Type	Sq. m	Room Rate (yen)	Location from JR Shizuoka station South exit = 南口 North exit = 北口
A	Hotel Century Shizuoka	single	26	¥12,000	In front of JR Shizuoka station, south exit.
		twin	28	¥17,500	
		twin (s/u)	28	¥14,000	
B	Hotel Associa Shizuoka Terminal	single	15	¥9,500	In front of JR Shizuoka station, north exit.
		twin	27	¥17,000	
		double (s/u)	18	¥10,000	
C	Kita Washington Hotel Plaza	single	13.3	¥8,660	15 minutes walk (5 min drive) from north exit.
		twin	18.2	¥15,015	
D	Shizuoka Daiichi Hotel	single	12	¥7,875	5 minutes walk from south exit.
		twin	19	¥12,600	
E	Sun Palace Hotel	single	11.9	¥7,350	5 minutes walk from south exit.
F	Hotel A'bant Shizuoka	single	13	¥7,350	5 minutes walk from north exit.
G	Hotel Oak Shizuoka	single	10-11	¥7,350	20 minutes walk (5 min drive) from north exit.
H	Shizuoka Park Hotel	single	12.8	¥7,350	3 minutes walk from south exit.
I	Orient Hotel Toyofuji	single	9.6	¥7,350	20 minutes walk (5 min drive) from north exit.
		twin	18.2	¥13,230	
J	Hotel Citio Shizuoka	single	9.5	¥7,140	5 minutes walk from north exit.
		twin	16	¥12,600	
		double (s/u)	12	¥8,400	
K	My Hotel Ryugu	single	12	¥7,000	5 minutes walk from north exit.
L	Shizuoka Victoria Hotel	single	12	¥6,090	15 minutes walk (5 min drive) from south exit.
		twin	24	¥10,500	
M	Shizuoka Royal Hotel	twin	30	¥9,000	30 minutes walk (10 min drive) from north exit.
		twin (s/u)	30	¥6,000	

How to Apply

Apply by sending the attached Application Form either by facsimile or post to Nippon Travel Agency, International Travel Department, JALT2000 Desk. Send in your application as early as possible since they will be handled on a first-come first-served basis. If a room in the type of hotel you requested is not available, another hotel of similar class will be substituted. **The deadline for receipt of Application Forms is Thursday, September14, 2000. Please print out the Application Form and fax it to us at 81-03-3572-8689.**

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Notice of confirmation and a detailed invoice will be sent by September 28, 2000. The hotel name and room rate will be provided at this time. Confirmation will be sent by fax or post. Please include your fax number or current mailing address on the Application Form.

We request payment in full by credit card (American Express, VISA, MasterCard, DC Card) or bank transfer. For conference participants residing in Japan, a postal remittance form will be provided for convenient payment at any post office.

Payment in full must be received by Tuesday October 10, 2000. If payment does not arrive by this deadline, all reservations will be automatically canceled.

A ¥1,000 handling charge per person, for both domestic and overseas participants, will be applied.

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Notices of change and cancellation must be made in writing via facsimile or post to NTA JALT Desk (fax: 03-3572-8689) by November 1, 2000. If later, please contact each hotel directly as the NTA office WILL BE CLOSED for the holiday.

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The following charges will be applied for any cancellations thereafter:

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Only the International Travel Department of Nippon Travel Agency can offer these special discounts to JALT2000 participants. Please feel free to call Nippon Travel Agency for further information. The JALT Central Office will not handle inquiries concerning hotel or travel arrangements.

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Tokyo 105-8606, Japan
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APPLICATION FORM FOR HOTEL ACCOMMODATION JALT2000

November 3 (Fri.) - 5 (Sun.) 2000

Please TYPE or write in BLOCK LETTERS. Deadline: **September 14, 2000**

Return this Form to: JALT2000 DESK, Nippon Travel Agency Co., Ltd., International Travel Dept.
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APPLICANT: ☐ Prof. ☐ Dr. ☐ Mr. ☐ Ms.

Last name: ____________________ Given name: ____________________

Phone (home): ____________________ Fax (home): ____________________

Phone (work): ____________________ Fax (work: ____________________

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Mailing address: (for correspondence) ☐ Office ☐ Home

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School / Company: ____

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HOTEL ACCOMMODATIONS: (rates include tax and service charge, breakfast not included) Indicate 1st, 2nd & 3rd choice.

Choice	Code	Hotel Name	Room Type (please check)
1st			☐ single ☐ twin ☐ twin s/u ☐ double ☐ double s/u
2nd			☐ single ☐ twin ☐ twin s/u ☐ double ☐ double s/u
3rd			☐ single ☐ twin ☐ twin s/u ☐ double ☐ double s/u
Check-in Date			If twin, sharing person's name
Check-out Date			

Those who wish to share a twin room—an invoice will be sent to the delegate for two persons. After the invoice is received, the delegate must remit total payment for two persons.

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Card Number: ____

Valid thru: ____________________ Card Holder: ____________________

Date: ____________________ Authorized Signature: ____________________

☐ Payment by bank transfer to:

Bank Name:	Tokai Bank Shimbashi Branch Office
Account No.:	ORDINARY DEPOSIT 1143602
Account Name:	NTA-JALT

*Please send a copy of the bank transfer record after payment is completed.

☐ Postal Remittance

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VISA and MasterCard Users

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Address : ☐ Home ☐ Work (c/o) (in Romaji)		Postal Code:
Tel (H):	Tel (W):	Mem. No:
Fax (H):	Fax (W):	Email:

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Conference Fees ☐ Nov. 3 ☐ Nov. 4 ☐ Nov. 5		Total ( ) day(s)	¥
Party (¥3,000) ☐ Yes			¥
Featured Speaker Workshop	Aft. 1st choice:	2nd choice:	
(Insert Workshop Code)	Eve. 1st choice:	2nd choice:	¥
Presenter ☐ Yes	Equipment ☐ OHP ☐CASS	☐VHS	¥
Parent-Child Room	☐ Nov. 3 ☐ Nov. 4	☐ Nov. 5 ( ) day(s)	¥
Child's Name:		Total	¥

Pre-registration Fees	1 day	2 days	3 days	Workshop
JALT Members:	¥8,500	¥12,000	¥15,000	¥4,000/each
Others:	¥11,500	¥16,000	¥19,000	¥5,000/each
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	☐ Joint (¥17,000 for 2 members) Joint name:	
	☐ Overseas ☐ Seamail ¥9,000 (all countries) ☐ Airmail ¥10,750 (Asia) ☐ Airmail ¥12,000 (other countries)	
	Membership Total ¥	
	SIG ¥1,500/each Total ( ) SIG(s) SIG Total ¥	
	SIG name(s)	

Grand Total 合計	¥

Payment（支払い方法）

Card Holder Account No.（カード所有者番号）		
Expiry Date（有効期限）	Month	Year
Name of Card Holder（カード所有者名）(Block Letters)		
Phone Number of Card Holder（カード所有者電話番号）	- -	
Signature of Card Holder（サイン）		

Mail to:

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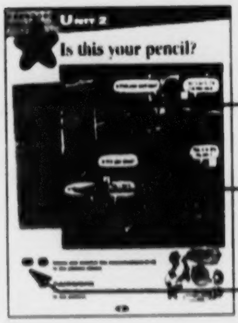

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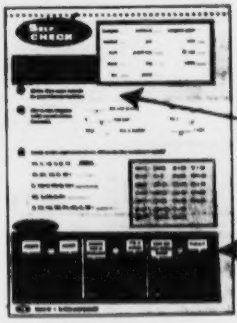

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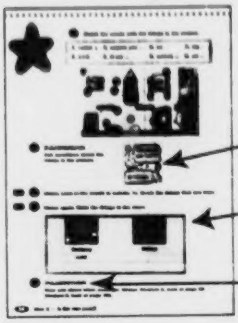

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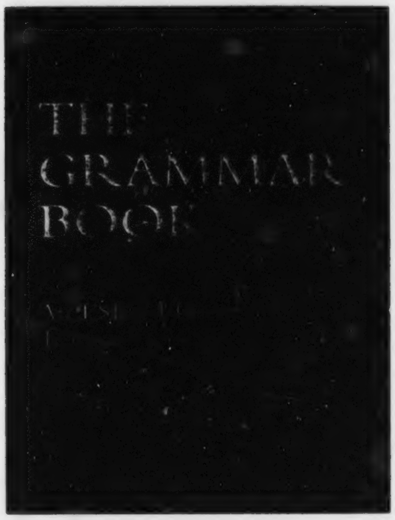
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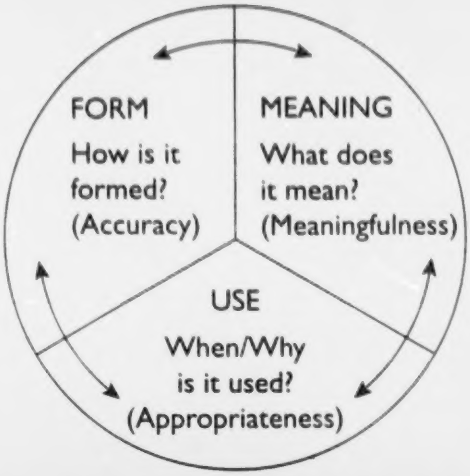
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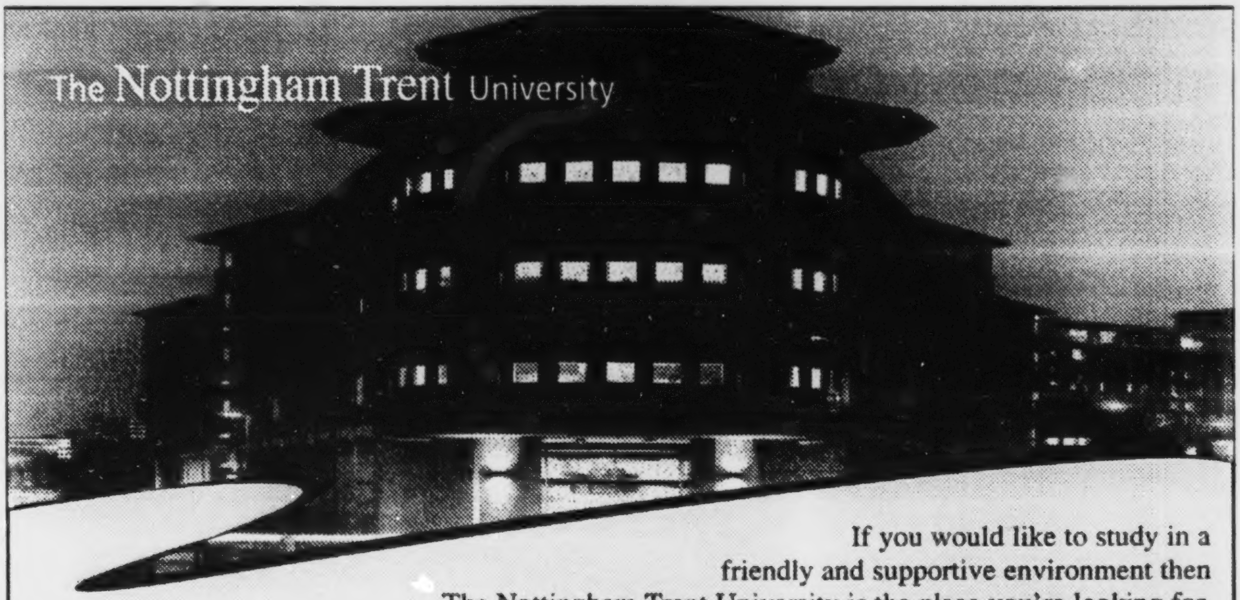

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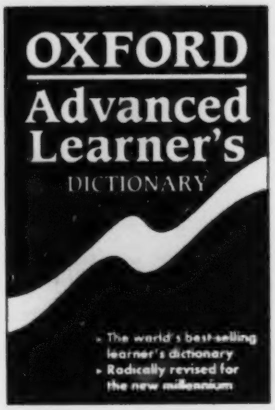
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what experience of the world they bring to their use of the dictionary and do we know how to construct our entries accordingly? I hope the workshop at JALT will be a forum for raising these and many other questions, including the consideration of what role dictionaries have in classroom teaching.

Summary

Corpus evidence of language in use needs sorting and interpretation before it can form part of a dictionary entry. The presentation of information is all-important. There are still many questions about what it is appropriate to include in learners' dictionaries, and these will be raised at the workshop.

辞書の見出し語を作るプロセスは、独特な段階であると思っている。これは、法廷での訴訟を準備するのによく似ている。第一に証拠が整理され、次に論点に合うように変えられ解釈され、効果的に並べられて発表される。発表の仕方が悪ければ、どんなに強力な訴訟でも負けてしまうのである。

David Willis

Making Decisions for Task-Based Learning

Task-based learning (TBL) can be seen as a two stage process. The first stage is to involve learners' communicative tasks. The second stage is to look closely at the language involved in carrying out a task and learn from that language.

Nunan (1993) defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form." J. Willis (1996) defines a task as an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome." Here the notion of meaning is subsumed in "outcome." In a communicative task language is used to bring about an outcome through the exchange of meanings.

Let us look at a prediction task based on a short text:

Can you complete the following text in not more than 30 words?

Stick at nothing

My three year old brother, who had been playing outside all morning, came into the kitchen, begging for a snack. I gave him a slice of bread and peanut butter. Holding the bread carefully in both hands, he started to leave, but when he reached the closed kitchen door, a puzzled expression came over his face. He was too small to open the door without using both hands to turn the doorknob. After a moment's consideration, he found a solution. He . . .

In order to solve the problem, students first need to read the text with understanding. There will be a focus on meaning, and there is an outcome, the identification of a possible ending to the text. Put yourself in the position of a student. Think about a solution to the task and prepare to discuss it with others. (The actual ending of the text is at the end of the article.)

In helping students to work with a task like this, there are class management decisions to be made. We need to decide whether the task is to be done individually, in pairs or in groups. There are organisational decisions about how these working units are to be handled. How much preparation time will they have? Will they be given the chance to compare solutions with other groups? In order to answer these questions we need to think carefully about the parameters of classroom organisation and about possible staging of a task as students work towards a solution.

There are also teaching decisions to be made. We also need to decide how much help to give students before they undertake the task. Because of possible difficulties with vocabulary you may need to introduce some items before the students read the text. You could possibly do this by giving a them simplified spoken version of the text accompanied by appropriate actions.

The second stage in a task-based methodology has to do with language. We need to look carefully at a text and ask two questions. The first question is what language is there that would be useful for my students at their present stage of development? Looking at the text above we can readily identify a number of possibilities, for example:

Relative clauses: "My three year old brother, who had been playing outside all morning"

-ing forms: "who had been playing outside all morning"; "begging for a snack"; "Holding the bread carefully in both hands"; " without using both hands to turn the door knob."

Past perfect:"who had been playing outside all morning"

Double object verbs: "I gave him a slice of bread and peanut butter."

If we are to make good decisions here we need a model of language to guide us. There are, of course, a number of different ways of looking at language.

The important thing is that we have a systematic way of looking at the possibilities in a text.

The second question involves considering which of these possibilities we should focus on in the context of this particular text. This will depend on our learners, involving factors such as their level of competence, their previous learning experience, their native language and the way it relates to English, and so on. Having identified elements for language focus work, we need to set up activities to enable students to think carefully and critically about the points we have identified by looking at language they have encountered in previous tasks and texts. Almost certainly they have encountered many uses of -ing forms, for example, in their previous learning. How can we use that experience to help them look critically at the way these forms are used in English?

It is therefore possible to break down a complex process, in this case task-based learning and teaching, into basic stages. It is then possible within those stages to identify the kinds of teaching decisions which have to be made. Having identified crucial decision-making points, we can access knowledge which will help us make good decisions: knowledge to do with language structure, classroom management and teaching techniques, knowledge about students, their previous learning and their first language. For experienced teachers a lot of this knowledge is already in place. The trick is organise it systematically and make it work for us. By analysing classroom procedures and identifying what is required at each stage we can bring hard-won experience and expertise to bear on extending our range in the classroom.

Once these procedures have been established we are in a position to learn rapidly from experience, adjusting tasks and the accompanying language work in principled ways to find out what works best for a particular groups of students, to build on successful teaching sequences, and to adjust and reorganise less successful sequences.

タスク中心学習は２つの段階に分かれている。第１段階では、学習者のコミュニカティブタスクが必要である。第２段階では、タスク実行のために使用された言語を検証し、それから学ぶのである。

Note

1 The final sentence of the text reads as follows: "He plastered the sticky side of his bread to the wall, used both hands to turn the knob, peeled his bread off the wall and went out happily to play."

References

Nunan, D. (1993). Task-based syllabus design: selecting, grading and sequencing tasks. In G. Crookes and S. Gass (eds) *Task and language learning: Integrating theory and practice.* Clevedon: Multilingual Matters.

Willis, J. (1996). *A framework for task-based learning.* AddisonWesley Longman.

My Share

edited by scott gardner

Helping Your Students to Listen with Bilingual TV

Bob Jones, *REJ English House*

This classroom activity grew out of my own attempts to improve my Japanese listening ability. In the early days of my Japanese studies, I found I could follow the controlled dialogues on my course book tapes and could usually understand Japanese friends when they spoke to me directly. However, put me in a situation where I had to listen to Japanese conversing with each other, or sit me down in front of a Japanese TV program, and I'd be completely lost.

Somewhere along the way I acquired a bilingual VCR and one day, after listening to an American movie I had recorded, I decided to try listening to the Japanese version. Familiarity with the content enabled me to follow much of the dialogue and pick out a large number of utterances. From then on, this bilingual approach to Japanese listening became a regular part of my self-study program and, in time, I was able to wean myself away from the bilingual support and begin to enjoy many mainlineJapanese programs.

The benefits I experienced from using bilingual TV were something I wanted to share with my students and, in order to introduce them to the idea, I developed the activity described below.

Preparation

1. Record a popular bilingual English TV drama on a bilingual video recorder and choose a five minute scene depicting some simple everyday activity such as a family sitting down to dinner or somebody shopping for clothes.
2. Jot down 10 to 12 utterances from the English version of the chosen scene.
3. Find the equivalent phrases in the Japanese version and jot these down too, enlisting the help of a Japanese colleague or friend if necessary.
4. Make two columns on a sheet of A4 paper. Type the Japanese phrases in the left-hand column and leave the right-hand column blank.
5. Write each of the utterances selected from the English version on a separate card.

The Activity

1. Begin the activity by briefly introducing the main characters and giving any necessary background information.
2. Write two or three very simple comprehension questions on the board and then show the English version of the scene.
3. Check the comprehension questions and elicit any further details the students may have picked up.

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4. Unless the students are very advanced, they are likely to have experienced some comprehension difficulties. Tell them, jokingly, that you can guarantee 100% understanding on their second viewing and watch the smiles appear as you play the Japanese version.
5. After they have heard the Japanese version, give each student one English sentence card and one copy of the A4 sheet with the Japanese phrases.
6. Ask them to memorize their respective English sentences. As they do so, you should walk around checking understanding and pronunciation. In mixed ability classes, you can compensate for differing abilities by discreetly giving the more complicated utterances to the stronger students and the simpler ones to the weaker. In monitoring their pronunciation, you should also help them make adjustments so that their stress and intonation patterns correspond to those on the video.
7. When the sentences have been memorized, ask the students to walk around the room dictating their sentences to each other. Students write the sentences they hear in the right-hand column of their A4 sheets, next to the corresponding Japanese phrases.
8. When students have completed the task, check the sentences with them, deal with any language points arising and play them the English version once more.

Comments

I have tried this activity with several different groups ranging from post-elementary to high school English teachers. It was a personal delight for me to watch the smiles on students' faces as their individual sentences came up, but more importantly, student feedback revealed a much fuller understanding of the English version as a result of the activity described. Even more satisfying, some students have taken the idea on board and started using bilingual videos in their own free time with a view to improving their listening skills. Of course, using bilingual videos should not be seen as an end in itself but as a support for learners as they attempt to bridge the wide gap between understanding course book tapes and being able to enjoy mainline English TV and film.

Quick Guide
Key Words: Video, Listening
Learner English Level: Lower Intermediate to Advanced
Learner Maturity Level: High School to Adult
Preparation Time: About an hour
Activity Time: 60 to 90 minutes

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* * *

Sp—Stories—lit

Brad Deacon, *Nanzan University*

One morning recently I was running late for class. So I scrambled to gather my books, tapes, and other teaching materials. I ran to my classroom, entered and began to teach the students. After about five minutes I suddenly became aware that the group was staring at me rather strangely. I was confused and asked one student, Keiko, what was the matter. She paused for a moment, looked down and then up again and said something that totally shocked me. Before reading any further, what do you think she said?

What Are Split Stories (SSs)?

SSs are simply stories that are started but not immediately finished. Between the beginning and ending, students engage in a variety of activities related to the story before learning the conclusion later on. To increase students' curiosity, the stories necessarily involve pausing at a highly interesting transition point...a moment of suspense.

Why Tell SSs?

Most learners are interested in listening to stories, especially about their teachers' experiences; consequently the SSs build rapport. When told in split fashion they tend to increase or amplify student curiosity. Many learners become increasingly eager to hear the ending. Moreover, they are useful pedagogical tools to grab and focus students' attention. They provide motivating material for students to negotiate meaning, especially when students reformulate (repeat) what they understand and then add their input in the form of an imagined ending. As instructors we can also circulate, listen in and check student comprehension. SSs naturally lead in to many activities, such as those below, to serve a variety of learning objectives. Of course, they're also fun to tell and listen to!

How Do I Tell SSs?

Usually I carefully plan a story beforehand, ready props and pictures, and pre-teach vocabulary. I then tell the SS at the beginning of class and stop at a key turning point where the students' interest is aroused. Often the story stops specifically at a place where a character is about to disclose something crucial or where an important decision must be made. I generally wait until the end of class to finish the story. Alternatively, I may also save the ending until the next class or even tell a story with multiple splits so that it carries over across many classes.

How Do I Use SSs?

While telling a SS, I ask the students to first shadow (repeat my words silently in their heads) as they listen and then reformulate the story at the split mark. As students repeat what they understood with their partner, they also share their reactions, thoughts and ideas about the story. I often include focusing questions about the story (e.g., "What do you think I did next?" "What would you do if you were in the same situation?") and/or invite the students to ask their own questions. Finally, the students imagine and share an ending of their own with a partner. Sometimes they share their ideas in front of the group and we vote on the best ending.

In writing classes I tell SSs just before an activity called "Timed Writing" (students write for a set time limit of usually 10 minutes). Students then write a short continuation of the story and share their writing with a partner or the class. I have invited students to email me their endings too. These are just a few of the ways to tell and use SSs. Of course, SSs can be exploited in many other ways as well. Just use your imagination.

Student Thoughts on SSs

Most enjoy the technique and I can strongly sense their curiosity, especially when I use SSs often over the course of a semester. My student Kayo says, "Your stories where you don't tell the end excite me." Maki agrees: "I wonder about the ending! Oh, I want to know the answer as soon as possible or I can't sleep today!!! Please!" The "aaaaaahs" when I don't conclude the story also show that students are clearly drawn into the experience. Moreover, the learners agree that collaborating with each other at the split mark is a useful way both to share their reactions to SSs and to increase their comprehension. One student admits, "I could learn a lot of things from your stories and when you stopped speaking at the middle of stories and let us repeat with our partner, it was very useful to getting used to speak English." Thus, students are finding that SSs focus their attention, increase their curiosity and provide lots of opportunities for negotiating meaning in English. A few, such as Mariko however, are rather impatient and can't wait to hear the ending: "When you stop telling a story suddenly, I'm really impatient to listen to the continuation!" Yet, I believe this is a good sign as it shows students are eager and engaged. I have even found that if I forget to conclude the SS at the end of class, many students won't let me go until I do! And on that note...

Split Story Ending

So I was waiting for my student to answer my question, "Why are the students looking at me strangely." Gathering up great courage she quietly whispered to me: "Brad this is the Spanish class!" I couldn't believe it and while I was standing there dumbfounded the real Spanish teacher walked in, saw me and then immediately left the room again. The class erupted in laughter. I turned red and then apologized to the teacher outside and went to my own class. I told them this story and they too laughed. I am glad to say that I can now look back on this experience and laugh as well, although at the time I was quite embarrassed!

Quick Guide

Key Words: Storytelling, Listening
Learner English Level: All levels
Learner Maturity Level: Any
Preparation Time: Varies—time needed to prepare and rehearse a story
Activity Time: About five or ten minutes

Brainstorming in Oral Communication Lessons: Using L1

Barry Mateer, ***Nihon University***
Buzan Junior/Senior High School

It might be safe to bet that most teachers have experienced asking a simple question and getting no response from students. For example, a student walks into class late and (with genuine concern) the teacher asks why the student is late, but there is no response, other than silence. It is easy to let the student off the hook and let him go on to his seat, but it can be disconcerting to have such an easy question go unattended, time and time again.

A technique that can turn an individual student's non-response into a learning opportunity is to invite the whole class to brainstorm appropriate responses. The problem is posed again to the whole class, asking them to give possible reasons that someone could be late. Common reasons for being late to class are volunteered and with luck, there will be some less common but interesting reasons also rounding out the list on the blackboard.

In general, students within the classroom are requested, encouraged, and expected to speak English. But when a student with something to share does not have the ability or confidence to say it in English, it is not a reason for hesitation within our classroom culture. They are encouraged to say that word or phrase in Japanese. So on the list on the blackboard, some sentences or phrases may be completely expressed in English, others only in Japanese, and some of the listed ideas may be a mixture of English and Japanese. This is not a strange occurrence in our classroom culture, as interacting and sharing ideas are the purposes of the class and fluency in expressing an idea takes priority over the accuracy of English—especially on the initial try. To be "fluently inaccurate" is accepted.

This purposeful and controlled use of L1 in the classroom poses no threat to learning English. At least it is true in our classroom culture, because whenever Japanese is used in our classroom, the first order of business is for others to help that person express their idea in English by paraphrasing the idea, not translating an isolated word or phrase. Of course, students get the first chance to help their friends, but if they can't, the teacher takes on that role.

But at other times, such as in the following activity, students are requested to brainstorm in Japanese. Let's say that one reason given for being late to class is that the student's mother didn't wake him up on time. Taking that idea, students are asked what that student could say to his mother when she wakes him up. Responses could include:

Wakatta.
Muri.
Okiteruyo.
Okirarenai.
Urusai.
Kyo yasumi.
Kyo yasumu.
Mo sukoshi.

After the list is on the blackboard, students can be asked for any comments. There might be disagreement as to whether a certain response is really appropriate or not, or whether two separately listed items are actually the same. Once the list is accepted, the students are asked to express those ideas in English. They are encouraged not to translate, but rather to give the feeling and the intent of the response.

For example, "I say *'mo sukoshi'* when I want to sleep more." The teacher or another student can then suggest how a native speaker might express that feeling in English. One way might be "Let me sleep a little longer."

Somehow, once the ideas are listed on the board, it becomes easier for students to choose one and try to express it in English. Not only is it fun to work through these ideas together and come up with English equivalents, but it's also a great chance to focus on the form, meaning, and use of the equivalents in English.

Through this activity, students can become more aware of the fact that translation can hinder more than it helps. Students often want to translate "*urusai*" as "shut up"—certainly something that students would be advised not to say to their host mothers if they ever went on a homestay.

With collaboration between the students and teacher, a list of equivalent English can be listed. For example:

(a) All right. Okay. I heard you.
(b) I don't want to. I can't.
(c) I'm awake. I'm up.
(d) I can't (because I'm too sleepy).
(e) Leave me alone. Please don't bother me. Go away. I heard you the first time.
(f) There's no class today.
(g) I'm not going to class today.
(h) Let me sleep a little more.

But the list should also be looked at carefully and clarified. For example, can *"muri"* include both the meaning of "not being able to" and "not wanting to?" Do "I'm up" and "I'm awake" express the same situation?

Once the technique of brainstorming is introduced and practiced regularly, students are comfortable slipping into brainstorming in Japanese as a warm-up to the main purpose—communicating in English and communicating about English. Letting students brainstorm in Japanese at certain times allows learners to contribute regardless of their skill level in English. It also creates great opportunities for raising language awareness—awareness of their own language as well as of English.

Needless to say, lists from such brainstorming sessions can easily be turned into a handout for other classes.

Quick Guide

Key Words: Brainstorming, Discussion, Classroom Interaction
Learner English Level: Beginner to Advanced
Learner Maturity Level: Junior High Second Year to Adult
Preparation Time: None as a blackboard activity; 20 minutes if turned into a handout
Activity Time: 15 minutes or more

Advertiser Index

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Book Reviews

edited by katherine isbell

The Learning Strategies Handbook. Anna Uhl Chamot, Sarah Barnhardt, Pamela Beard El-Dinary, and Jill Robbins. White Plains, NY: Addison Wesley Longman. 1999. pp. 249. ¥3800. ISBN: 0-201-38548-1.

Learning strategies, "procedures or techniques that learners use to facilitate a learning task" (p. 2), are increasingly seen as one of the fundamental components of a learner-centered educational environment. *The Learning Strategies Handbook*, albeit somewhat misnamed, is a worthy attempt at addressing the question of how to incorporate learning strategies into the educational curriculum.

The handbook is extensive with over 45 tables, figures, checklists, and reproducible materials for use in the classroom. Each section also contains reflective questions, teaching tips, and classroom activities for use with ESL students of all grades. Part one introduces a Metacognitive Model of Strategic Learning (plan, monitor, problem solve, and evaluate) and the CALLA Instructional Framework. CALLA stands for Cognitive Academic Language Learning Approach, a framework consisting of five steps: preparation, presentation, practice, evaluation, and expansion. Part two provides both general guidelines and specific activities for each of the steps in the framework. Part three closes out the book by providing the theoretical background and research on learning strategies in the foreign language curriculum and is followed by 19 sample language learning strategies lessons.

I am a believer in learning strategies; however, I question whether this particular handbook will convince the undecided and the uninitiated, particularly in Japanese foreign language educational settings, to incorporate learning strategies, let alone give them a clear idea of how to do so.

The intended audience is clearly the North American ESL teacher. The authors open the book by justifying the use of learning strategies on the basis of National Curriculum Standards and Content-Based Language Instruction, both appropriate primarily in the target-language-rich ESL setting, and then present CALLA as the instructional framework for meeting the strategies requirements they deem inherent in each. In that sense, the book is not as much a learning strategies handbook as a CALLA-based learning strategies handbook.

Concerning the book itself, not only are 250 pages somewhat long for a handbook, but the book would be impossible for a busy teacher to simply pick up and use. Mastering the material would demand significant time commitment and concentrated reading, which are not suitable for a handbook approach. The heart of the book (Part Two: CALLA Strategies Step by Step) is a bit of a slog through 100 pages of uncharted territory, with no concrete, learning-strategies-based organizational guides to aid in sorting through the material. A master plan inserted somewhere, or outlines opening each section, would have tied the continuous stream of paragraph-length explanations of activities together into a more holistic package. I was also hoping for some prioritization of these activities, especially important for the busy teacher or those just beginning to consider these ideas.

While I applaud *The Learning Strategies Handbook* as an important book for attempting to demystify Oxford's (1990) *Language Learning Strategies: What Every Teacher Should Know* and produce something for the teacher to apply directly in the classroom, the bias toward the CALLA framework is not insignificant and the term handbook in the title is a bit misleading.

Reviewed by Anthony S. Rausch
Hirosaki University, Faculty of Education

References

Oxford, R. L. (1990). Language learning strategies: What every teacher should know. Boston: Heinle & Heinle.

Share Your Paragraph: An Interactive Approach to Writing. George M. Rooks. Englewood Cliffs, NJ: Prentice Hall Regents, 1999. pp. 180. ¥2500. ISBN: 0-13-660796-9.

Share Your Paragraph is now in its second edition and is meant for high-beginning or low-intermediate writing students. The textbook consists of twenty units and each unit describes and practices a stage of the writing process.

Each unit is organized systematically. First, there is an extensive prewriting section made up of one or more pictures, a paragraph for students to read, and questions. The pictures and questions are designed to make the students think about the topic and are also useful for pair or class discussions. In addition, there is a cluster, which is a group of circles attached with lines to a central circle, used to help students categorize information graphically. The students transfer information from the paragraph to the cluster. In the first unit, many prompts are given in the cluster; however, in later units the students are asked to draw clusters themselves without any prompts. I found the cluster useful for students who like to use images in their thinking. The last part of the prewriting section asks students to gather information from one or more classmates on topics they will write about later. My second-year university writing students found this practical because they heard what other students had to say and did not have to rely solely on their own information.

After the prewriting section, the students write using information that they have gathered from talking with other students or have thought of by themselves. There is a page of lined paper provided in each of the units. This method keeps student papers from being lost and creates a portfolio of the student's work. Next, there is a section called sharing which asks students to read what they have written to a partner or a small group of classmates and provides yet another chance for students to interact and receive feedback. The authors believe it is beneficial for students to have other students read their work, and they list questions such as *What needs to be changed?* or *How could the paragraph about your childhood friend be better?* to help guide students in this process. I agree that having another student read or listen to his/her classmate's paragraph is good, but I found that these simple questions did not make my students revise their paragraphs as much as I would have liked.

There are also one or two pages of grammar exercises in the form of cloze or sentence rewriting exercises in each unit, and my students found these exercises rather easy. I often assigned them as end of the class work or homework.

The final part of each unit is an expanding section which consists of varied exercises such as making a list of yes/no questions, writing a conversation, holding a discussion with other members of the class, or writing a joke. The objective of this section is for students to expand their language skills with exercises that are related to the topic of that unit.

Instructors looking for an excellent, easy-to-use writing textbook should consider *Share Your Paragraph* because it involves all the steps of the writing process and gives students ample time to interact and learn from each other.

Reviewed by Chistopher Bozek
Hokkaido University of Education, Iwamizawa

Pro-Nunciation: English Communication Toolkit. Pro-Nunciation Pty. Ltd. Australia: Portcorp, 1996. WIN CD/ROM. $200.00. Ordering information: www.portcorp.tsn.cc

Pro-Nunciation is an interactive software program that aims to self-tutor students in pronunciation skills. The program consists of six modules; however, the Situation Module was unavailable for review in the version I received. The first two modules, Introduction and Set-up, allow the user to customize the software to his or her needs. After the user selects from over 20 languages available, audio help in the user's native language can be accessed anytime while running the program. Users are also able to choose either male or female pronunciation models as well as specifying either UK or USA accents.

The mouth exercise module starts with basic phoneme construction and practice. By clicking the mouse button, the computer will pronounce any of the phonemes displayed on the screen. In addition, limericks and tongue twisters using the selected phoneme(s) are displayed in text form and can be heard by simply clicking on the mouse, allowing the user extended practice.

The word builder module is perhaps the most interesting. Users can select a phoneme to practice pronouncing, and by clicking the mouse, the user is able to simultaneously hear the phoneme and view a 3-D animated image showing how the word is formed inside the mouth. For additional practice, a list of clickable words using the same phoneme is shown. These words can be displayed as a waveform and played back in sound lab sub-module. Users can also record their own voice and compare their pronunciation with the standard form. Unfortunately, the animated 3-D image only works for individual phoneme pronunciation and not the whole word.

The final module, Word Finder, is essentially a database containing a phonetic index of words and their meanings, which allows the users to search for a word by its sound and to listen to it via the sound lab sub-module.

Pro-Nunciation is fairly intuitive, making it easy to navigate. Buttons to open the various modules are well placed and moving through the various modules is easy. Users can easily customize their pronunciation practice and feedback while proceeding at their own pace. One weakness is the sound playback design, which is at times confusing, but this can be overcome with practice. Another shortcoming is that most of the pronunciation practice concentrates on single phonemes. Although there are subsections containing tongue twisters and limericks for supra-segmental practice, they are limited in scope and may not be adequate to improve pronunciation or maintain interest.

A final criticism is that there is no accompanying teacher's guide. While *Pro-Nunciation* is intended as a self-study tool, its potential as an integral part of a class is obvious. Nonetheless, the lack of a teacher's guide may limit its role in an ESL classroom. Despite its shortcomings, *Pro-Nunciation* has merit. It offers users a means to practice pronunciation beyond their current level of ability.

Reviewed by Steven Donald and Mario McKenna
Nagasaki Junshin University, Japan

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of July. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

***Discover Debate: Basic Skills for Supporting and Refuting Opinions** (text, CD). Lubetsky, M., LeBeau, C., & Harrington, D. Santa Barbara: Language Solutions Incorporated, 2000.

***Innovations: An Intermediate/Upper Intermediate Course** (student's, teacher's, workbook, cassettes). Dellar, H., & Hocking, D. Hove: Language Teaching Publications, 2000.

Business English

***Management Matters 2 (CD-ROM).** Tomalin, B., & Aspinall, T. Essex: IBI multimedia, 2000.

Supplementary Materials

!**Grammar Contexts: A Resource Guide for Interactive Practice.** Ziemer, M. Ann Arbor: University of Michigan Press, 1999.

***Idioms Organizer: Organized by Metaphor, Topic and Keyword.** Wright, J. Hove: Language Teaching Publications, 1999.

***Learner Independence Worksheets 2.** Dexter, P., & Sheerin, S. (Eds.). Kent: IATEFL, 1999.

***Using Functional Grammar: An Explorer's Guide.** (2nd ed.). Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. Sydney: NCELTR, 2000.

For Teachers

***Studies in Immigrant English Language Assessment: Volume 1: Research Series 11.** Brindley, G. Sydney: NCELTR, 2000. Contact the *JALT Journal* Reviews Editor to request this book.

***Teaching English with Technology: Video, Audio, Multimedia and Internet Guide for Teachers.** Tomalin, B. Essex: IBI multimedia, 2000.

!**Teacher's Voices 4: Staying Learner-Centred in a Competency-Based Curriculum.** Burns, A., & de Silva Joyce, H. (Eds.). Sydney: NCELTR, 2000. Contact the *JALT Journal* Reviews Editor to request this book.

* * *

JALT News

edited by amy e. hawley

This month's column has three important announcements. There is one from Joyce Cunningham on a video exchange project for EFL teachers, something from Thom Simmons on what happened at the May EBM, and also an announcement about changes in student membership.

I would like to note that if further information is desired about the May EBM, please feel free to contact me. I have the complete set of minutes and will be happy to give you the minor details of what was discussed. I will also put the minutes on all the JALT email lists.

Amy E. Hawley, Director of Records

Class Project: International Student-Generated Video Exchange Projects

Interested in starting a network of EFL teachers whose classes are involved in video exchanges? These short, student-made class projects consist mainly of learner-generated and selected information about the country, city, etc. where the course is taking place. The objective is for classes to make and exchange this short video with a class of a similar level in another country (a real target audience!) Joyce Cunningham, Ibaraki University, Japan, hopes to set up a list of interested teachers from Thailand, Korea, Taiwan, Japan, Canada, and the USA having the patience, time, and perseverance to participate in this project with their classes. Basically, the exchange involves a class selecting an area or aspect of the area they are living in so as to report on it to the students in the country they will exchange with. Working in small groups of 4-5 learners, they brainstorm, research, read about, decide on notes for content (this is not memorized), rehearse and film a 4-7 minute segment per group. When finished, the video will be exchanged with the class in the other country.

If you are interested, more information about this project can be sent via email at doycie@mito.ipc.ibaraki.ac.jp. (Please send your info/questions in Word Perfect 7 or higher, or in RTF-IBM pc compatible.) If you are ready to firmly commit to this class project that would take approx. 12-15 hours of your in class/out of class time, let me know. I ask your patience in finding similar levels and institutions while this programme gets gradually underway. (Hope to be functioning by this fall.)

May EBM Overview

IMPORTANT NOTE: JALT's Annual General Meeting (now referred to as the OGM: Ordinary General Meeting) MUST approve the Board of Directors (follow this year's elections), the Business Plan and the Budget (both published prior to the OGM in this publication), and elect a National Elections Committee Chair. JALT MUST have a quorum of the JALT membership present. However, if you cannot be present, you must register your vote with your Chapter so that they may have your proxy to vote at the OGM. Proxies may be made (a) at your Chapter Meetings, (b) on the elections ballots coming out later this year, (c) when registering for the conference in Shizuoka, or (d) by mailing a signed statement to the JALT Central Office awarding the proxy preferably to your Chapter Rep, or to the Board of Directors, who will then vote for you.

May EBM

JALT's Executive Board has finished its second meeting of the year. In January we held a full Executive Board Meeting with representatives from all Full SIGs and Chapters. The May EBM is a reduced EBM with each delegate representing either three chapters or three SIGs. The EBM basically handles all the matters that must be decided at the national level including budget and appointed officers who work with areas like publications and conferences.

Our 1999 AGM Mandate

This year, in accordance with the directions given at the 1999 AGM, we are fine-tuning our constitution and our bylaws since we have just recently become a registered Not-for-Profit Organisation (Tokutei Hieiri Katsudou Houjin). There are some differences between our old constitution and our new and as we sort through possible translation differences and other inconsistencies, we also work to give the new constitution better definition and insure that it preserves the spirit of the old constitution.

JALT's New Business Committee

There were a few substantive changes in the Bylaws. The Sales and Advertising committee is now officially a subcommittee of the Public Relations Committee. One of our most important and demanding jobs, the Business Manager, has grown so complex that we have had to establish a whole new Business Committee. The Business Committee includes three Directors, the Publications Board Chair, the National Representatives from the SIGs and Chapters, the JALT Central Office Supervisor Fujio Junko, and the Financial Manager Takubo Motonobu. The Committee will be chaired by the Business Manager and have five specialised divisional managers to deal with separate areas. Most people are not aware of how involved this job is. After a series of conversations with our Business Manager David Neill and my own experience as the 1997 Site Chair, it had become clear to me that we need to point out to JALT members how much we owe people like David Neill (currently working on his fourth conference) and Chris Knott (who did more than I can remember prior to David's work on this job). Considering that JALT is one of Japan's largest Not-for-Profit Organisations, the new committee has some very interesting positions for those who are looking for professional development and experience in business and administration. We are looking for business managers for international conferences, publications, local book fairs and conferences, publisher sponsored events and Associate Members & Commercial Members. Contact the JALT President through the JCO or directly at president@jalt.org

New Appointed Officers

We have recognised three appointed officers. The new Chair for the Standing Committee on Employment Practices (SCOEP) is David Aldwinckle and our new Chair of the Financial Steering Committee is David Magnusson. Okada Junko was reappointed for another term as our Kaizenkon Representative for 2000.

International Visa Sponsorship

We have formalised the CUE SIG's ability to initiate the visa process for visiting scholars and fully expect to extend this to all of the Chapters and SIGs. We have also formalised the process of intra-association donations that makes it possible to donate money form any group in JALT for any purpose of JALT. A SIG conference that made a good income could be donated to say, another SIG or a special publication from the Publications Board.

New Chapter Grants Formula

The new Chapter Grants scheme provides smaller increments in gain that will allow growing chapters to attain larger grants more quickly. The new grant structure also has no capping which many felt was encouraging the old spend-all-you-got-or-they'll-cut-your-grant-next-time syndrome. By and large, much of what we did on May 13 and 14 was to place as much control of Chapter and SIG funding as possible in their hands and insure that they are making the decisions that fit their needs.

New Forming SIG
(Special Interest Group)

We now have three forming SIGs, Applied Linguistics (contact Thom Simmons at malang@gol.com), Pragmatics (contact Kite Yuri at ykite@gol.com) and our newest, Crossing Cultures (contact David Brooks at dbrooks@planetall.com). There are now 16 full SIGs, 3 Affiliate SIGs, and 3 Forming SIGs.

New AJET Members Package

ALTs in Japan often come in for no more than one year. By the time they hear about JALT, they only have 8-10 months left. We have started a new 6-month, non-voting membership package for AJET members which costs ¥4000 and comes with the standard conference membership discount, Chapter and SIG privileges and all publications for the duration of the membership. This is a non-renewable offer. Be sure to alert your AJETs of this opportunity.

New Five-Year Membership Lowers Cost to ¥8000 per Year

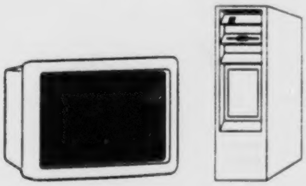
We now have a new five-year membership that provides a 20% discount to new or renewing members. You may now join JALT for ¥8000 per year in five-year increments (that's ¥40,000 for five years). If you leave Japan during that five-year period we will of course forward your subscription wherever you wish and you will retain voting rights. As with all other fees in JALT, now that we are an NPO, there are no refunds.

Just a small note here. JALT's publications and services are seriously under-priced. The publications alone cost more than double what members pay. If they were released commercially, a one-year's set would sell for about ¥20,000, twice what an entire individual membership costs. Our conferences are predominantly organised and run by volunteers. Please keep in mind that the only paid positions in JALT are the Financial Manager, the Central Office Supervisor and four part-time workers in the Central Office. Appointed and elected officers in JALT do not get paid. If we were to turn this over to a commercial organisation, the costs would skyrocket. Your time and your membership fees are absolutely essential to JALT's professional mission. Save ¥10,000, take our offer of the five-year membership, and support JALT in the process.

Dr. Thomas L. Simmons, JALT President

Student Memberships

As approved in the January EBM, the fee for student membership will increase to ¥6000. To qualify for student membership, the person can be either an undergraduate or a postgraduate student. The new *furikae* reflecting this change will in the June *TLT*. Thus the ¥6000 fee will be in effect starting June.



TOWARDS THE NEW MILLENNIUM
新千年紀に向かって
JALT2000
Granship, Shizuoka
グランシップ静岡
November 2-5, 2000
11月2～5日2000年

JALT2000 Conference News

edited by
l. dennis woolbright

Parent-Child Room for JALT2000

JALT always tries to encourage teachers to participate in the annual conference. This year in Shizuoka, JALT is working to make the conference more accessible to parents of young children. JALT hopes to provide a daycare facility with professional supervision for young children, so parents can attend the conference knowing their children are safe, enjoying their time, and are well taken care of.

For many years, we have wanted to provide such a facility at JALT conferences, but for one reason or another, it just hasn't been possible. We hope that this year, with parents' support, we will make JALT2000 the year the Parent-Child Room (PCR) becomes available to conference attendees.

At Shizuoka Granship, this year's conference site, we have a childcare room available for the duration of the conference. Professional childcare workers from a local childcare service recommendedby the Shizuoka City Office will staff the PCR. The PCR will be a room where parents can take their children in the morning to enjoy their time playing with other children while parents participate in conference activities.

Parents return for lunch with their children, then the children can return to the PCR for the afternoon session. A program of activities for children in the room will depend on their ages. The number of staff in the room will also depend on the ages of the children who will use this facility. For that reason, the PCR will be provided only if there are enough pre-registered children at the conference.

Many JALT members and conference attendees have young children but may find it difficult to enjoy the conference with a young child in tow. With a childcare facility and trustworthy caregivers, parents can bring their children, drop them off at the PCR, and enjoy what the conference has to offer. Also with the increased opportunity for teachers to participate, members have a greater number of teachers to share with during the conference and to network with after the event is over. This way we don't have to miss the participation of these imaginative, energetic, experienced teachers. We hope that teachers with young children take advantage of this opportunity to participate fully in JALT2000, for the benefit of professional development and language education.

For further information about the PCR at JALT2000, please contact Michelle Nagashima or Dan Kirk: t/f: 096-282-2602.

The Return of The Sheltered English Workshops at JALT2000

After the very positive response we received from the Japanese teachers attending the "Sheltered English" professional development workshops at JALT99, this series of workshops designed especially for nonnative speakers of English will be offered again at this year's conference.

Some nonnative speakers of English have in the past complained that participating fully in English workshops at JALT can be difficult. Both linguistic and cultural differences play a part in why native speakers seem to dominate while nonnative speakers often take a more passive role. To provide a place for those nonnative English speakers who would like to take part in professional development presentations and workshops in English but find doing so challenging, a series of sheltered English presentations will be offered in English by professional language teachers but will be open only to participants who are nonnative speakers of English.

Organizer Sean Conley says, "The model for these workshops is the Sheltered English language programs in U.S. public schools. In these programs, content courses for nonnative speakers are taught in English by teachers familiar with the needs of language learners." The presenters in this year's workshops will apply some of the common Sheltered English techniques both to help make meaning clear for the participants and to serve as a model of what can also be done in the EFL classroom. These techniques include using a VAK (Visual, Auditory, Kinesthetic) approach to presenting ideas that involves participants learning visually through the use of models and illustrations that help make the meaning clear; kinesthetically, through hands-on activities that connect the ideas to personal experience; and on the audio level through English presentations that are done with sensitivity to the rate of speech, use of idioms, and contextualized use of less common vocabulary, abbreviations and "buzz words."

This year's presentations, like last year's, will run in the same room consecutively during the three days of the conference. Presenters will give 45-minute workshops on topics such as: the use of folktales as bridges of cultural understanding, integrating the four skills through constructing stories, a framework approach to teaching culture, mind-mapping as a key tool for learning how to write in English, and other topics. We welcome all those nonnative English speakers who would enjoy the opportunity to take part in these presentations in a safe and relaxed atmosphere.

SIG Focus

edited by
aleda krause

The SIG Focus column offers a chance for a closer look at each of JALT's Special Interest Groups. Each month, we will publish an introduction to one SIG, along with a sample article from its publications. SIGs wishing to partake in this opportunity to publicise their group should contact the Editor.

Introducing the Bilingualism SIG

バイリンガリズム研究部会の紹介

Why is bilingualism common in many parts of the world but not in Japan? Is it really possible to become bilingual in Japanese and another language? How can people living in Japan become bilingual? Why should we even care about bilingualism?

JALT's Bilingualism SIG is composed of teachers, parents, and language learners who believe that bilingualism is as possible and desirable in Japan as it is throughout the world. For many members, bilingualism doubles as an intriguing topic of study and as a way of life. Since its formation in 1990, the Bilingualism SIG has striven to encourage research on bilingualism, promote awareness of bilingualism, and provide mutual support among our members.

One important way the Bilingualism SIG attempts to achieve these goals is by producing three types of publications: a bimonthly newsletter, occasional monographs, and an annual journal. Our newsletter, *Bilingual Japan*「バイリンガル通信」, contains feature articles, case studies, conference and book reviews, practical advice columns, news briefs, humorous anecdotes, and more, covering a wide variety of issues concerning bilingualism and multiculturalism in Japan.

Our seven monographs each contain either compilations of articles which originally appeared in our newsletter as a series or extended studies on topics too long for a single issue of the newsletter. *The Japan Journal of Multilingualism and Multiculturalism*「多言語多文化研究」, published annually since 1995, is a forum for academic research articles concerning bilingualism in Japan. We also compile two bibliographies: one of materials available for researchers and one of materials specifically for parents raising bilingual children.

The Bilingualism SIG's other activities include organizing presentations at JALT's annual International Conference on Language Teaching and Learning, providing speakers for presentations and mini-conferences in cooperation with local JALT Chapters, maintaining a website, and running an email discussion group.

Peter Gray

Contact information: B-SIG website at http://www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/

To receive an inspection copy of Bilingual Japan or for further details about the B-SIG, contact Peter Gray; 1-3-5-1 Atsubetsu-higashi, Atsubetsu-ki, Sapporo 004-0001; t/f: 011-897-9891; pag@sapporo.email.ne.jp

A slightly longer version of this article appeared in Vol 4, No. 6 of Bilingual Japan (November/December 1995).

Bilingualism and Bidialectism in EFL Conversation Classes

Craig Smith

"Think in English!" scolds the teacher trying to get more English talking time in a ninety-minute class. A common assumption is that the notorious wait time between speaking cue and utterance can be accounted for by the time required to translate Japanese into English. When a student finally produces a phonologically, grammatically praiseworthy sentence after a painfully long wait, we often find ourselves longing for less care and more errors if that's the trade off for speedier interaction. If we could get the students to think in English would fluency improve and interaction become more natural? Suspicions lead towards paranoia and when a student replies to, "And what did you do in the holidays?" with a laconic, "Sleeping!" we jump to the conclusion that he couldn't be bothered to translate what he actually did.

Well, what are they thinking about during the wait time anyway? Some of my students (135 non-English majors) at a university in Kobe which attracts students from many areas in the nation, particularly Western Japan, identified themselves as long pausers after they did information gap tasks in pairs. In their answers to a questionnaire 79% of the students accounted for the long pauses in the same way. They told me that they were busy translating during the silences in mid-task and that they usually did this in English classes. For 66% of the translators it was a two-step process. An additional 15% said it was a two-step translation some of the time. And what steps! Bidialectal and bilingual. First, they think of what they want to say in their own dialect, then they reformulate that in "standard" Japanese, and finally they translate that into English. Some of the one-step translators said they think in standard Japanese for English class activities but they usually think in dialect outside of class.

Koji T. wrote, "I speak to friends in Banshu-ben. It is like a Osaka-ben but Banshu-ben speak 'Nani shi ton' and Osaka-ben speak 'Nani shi ten nen'. I think in Banshu-ben too. Father and Mother and brothers speak Banshu-ben. I grow up surrounded by Banshu-ben but in class I make English sentences from only formal Japanese."

Ikuko K. also said she thinks in dialect but does not translate directly from it, "When I think something I use casual Kansai dialect. When I translate something in English I use next the standard language. When I write something I also use the standard language. I feel it very strange."

Satsuki T. drew a diagram to clarify a difference between listening and speaking in class. He wrote, "I always translate from formal Japanese to English when I speak but I translate from English to Osaka-ben when I listen, then, if it is needed, to formal Japanese."

The students were sensitive to language use outside the classroom. Sunao S.: "When I first came to this university I spoke to my friends in Osaka-ben. But there were a lot of friends who spoke in Kobe-ben. There are some differences between Osaka-ben and Kobe-ben. For example, in Kobe-ben they say, 'Benkyo shito' when they look at someone who is studying. But in Osaka-ben they don't say that at the same situation. I changed my speaking to Kobe-ben with my new friends." Naoko A. says she too made a change to Kansai-ben. "When I first came to university, I spoke Sanuki-ben to my new friend but I avoided to use words of Sanuki-ben that could not be understand by people of other range."

Natsuki I. made a different kind of linguistic adjustment, "At high school I spoke Kyoto dialect in a casual style. This was also girls' language. Maybe in my case there was not big difference between generations. At university my language became like standard Japanese. Because I found my language was different from others and I didn't have courage to keep my language. But I couldn't change Kyoto dialect into Kobe dialect so I spoke standard Japanese unconsciously."

Natsuki's sensitivity to dialect, style, and register was echoed by other students. In one class students were speakers of 29 dialects, which they claimed were distinct "bens" in spite of some admissions of shared features with other dialects. They were aware of many other language subtleties. Some comments: "I speak Osaka dialect. Especially when I'm excited, it becomes Kawachi dialect." "Sometimes I'm influenced from the dialect of my friends and some dialects come in my speaking." "I usually speak like a girl but sometimes these days I really love talking like a boy. It's free." "How I speak depends on how often we meet." "I can make a distance using honorifics." "Teacher, stranger on train, father, mother, new friend, best friend, sister need different language in many small points."

It was not clear from the written answers what the students meant when they referred to "standard" or "formal" Japanese or if they were referring to the same beast at all. For example, some students defined standard Japanese *(hyoozyun-go)* as the Tokyo dialect while some others defined it as "a language between my dialect and the old style formal language" *(kyootuu-go)*. Shibatani (1990) discusses the relationships between *hyoozyun-go, kyootuu-go,* and regional dialects: "There are many local *kyootuu-go* that can be characteristically different from each other but have sufficient standard features to render them mutually intelligible" (pp. 186-187). Even though it was not always clear if the students were talking about dialect or *kyootuu-go* their sensitivity to language use remained strong.

Natsuki I. described her own *kyootuu-go*, as a sort of lingua franca among dialect speakers. "And after a while in Kobe I started speaking differently to my friends, a language between Kyoto dialect, standard Japanese I used first at university, and Kobe dialect. And now I change language which I use case by case. But I think in Kyoto dialect except when I have to answer in class. First of all I think in standard Japanese and next translate into English." Natsuki was clearly referring to the Tokyo dialect as standard Japanese because she added, "I don't like to think that 'now standard Japanese' is 'standard'. True standard Japanese is Kyoto dialect, I believe."

Other students are equally proud of their dialects and sometimes found it difficult expressing themselves in other forms of language. Jiro T. said, "If I speak my original dialect, Izumo-ben, none of my new friends can understand my meaning so I spoke to new classmates with very, very polite way. My first best new friend told me I was too polite to speak friendly. It is because I can't speak Osaka-ben for the first time that my friends think I'm polite man who speak standard Japanese every time. Now I speak to my friends in the Osaka-ben way but it is not perfect." Kinuyo S. says, "I can't really relax except in Hakata-ben but any casual speech is OK for me especially for young people's speaking."

There were some comments made about their own dialects being "dirty" but they were often characterized in positive terms as being suitable for friendly conversations, rich in humour, natural, and soft. Dialects were said to give speakers' personalities free rein and to reveal character, perhaps because of another often mentioned quality: interaction was said to be much easier in dialect than in standard language. Other people's regional dialects were not criticized but the standard language, the Tokyo dialect, was described by many students as efficient for study purposes but rather cold, hard and unfriendly, not good for chatting with friends or joking.

Few of the students claimed standard Japanese as their usual speaking and thinking language. So, why did the standard language appear for English tasks in the classroom? The students explained there were three main reasons: it was easier to translate from standard language; it was the language used in classroom English translation at high school; and it was the language of academic texts. Many students' description of the translation process was revealing. A majority of those who formed a sentence in standard Japanese first, said that they made easy, simple, or clear sentences in standard language. In other words, they were using readily translatable forms, a specialized careful speech dialect. Could this careful speech dialect be further influenced by written English classroom texts, especially conversation scripts?

Masaki M. wrote, "I translate English from standard Japanese because the language written on dictionary or on class book is standard Japanese. Also I don't know Osaka words in English. Actually I don't know how to translate Osaka feeling words in Tokyo dialect but *hyoozyun-go* is the most normal Japanese. I translate from most easy and simple standard language for English grammar." Isn't this a big linguistic and emotional step away from the original thought in their beloved wild and woolly dialect?

So now we know something about one of the reasons students are sometimes slow to speak in EFL conversation classes. They translate. No big surprise here. What does it mean for poor old conversation teachers trying their best to help students make the best use of class time? Is this a matter of interest for teachers alone or do we involve our students in sorting out the implications of these first language experiences? Can raising awareness of first language use be a part of the communicative language teaching expected of foreign conversation teachers?

Van Lier (1995) says, "Language is as important to human beings as water is to fish. Yet, it often seems that we go through life as unaware of language as we suppose the average fish is of the water it swims in" (p. xi). However, when old friends, families, and familiar hometown life-styles have been left behind and university life begun, students face a new set of communication challenges with their peers from other regions, at part-time jobs with customers, and with academic language. These challenges likely make students more sensitive to language use and communication than they were before. The timing may be right for the introduction of language awareness activities which encourage students to notice and analyse the ways language is used. And why not start with the first language?

Van Lier believes, "Given the close relationship between language and culture, cross-cultural communication, both within one's own multicultural and multi-ethnic environment and in international contacts, requires a much higher level of linguistic awareness than a monolingual, homogeneous existence does" (1995, p. 6).

The common assumptions about the cultural and linguistic homogeneity of our students' backgrounds may do little to encourage explorations of the useful linguistic resources students bring to class. Our students know a lot more about the demands of communication with people who speak differently than we may realise. If they become aware of the skills and resources they already possess they may be more self-confident learners; and most importantly, by recognizing the demands of first language communication, they may appreciate the formidable challenge of conversing in a new language: a prerequisite for sustaining motivation. The all-too-common message that conversation is simple leads to a reliance on simple means of motivation and then unless success comes fast and easy, frustration rooted in confusion can take hold.

I compared the classes which got involved with L1 language awareness activities and my regular classes. I believe the effort was probably worth it for three reasons. First, we learned about some interesting differences between spoken and written language and my students were more willing to create conversations without writing them down. They paid more attention to features of natural conversation, such as the supportive sounds and comments (called*aizuchi* in Japanese) listeners make. Chiaki Y. and Noaka M. said, "*Aizuchi* is so important. If we don't do it at the same time we are listening our friend will certainly stop talking because of nervousness."

Second, we found the heart to experiment with phonological and paralinguistic means of conveying feelings and personality in English because we found that to be so important in dialect speech. Yuko T. explained, "We use 'ah' in Japanese with rising or falling intonations, repeat it, say it with gestures and indicate a definite or infinite mood. It can mean 'really?', 'yes', 'you are right', 'I'm surprised', 'I feel sorry for you' and so on. When we want to make its meaning clearer we emphasize the intonation and our gestures. So we have to find ways to do this same thing in English or we will lose ourselves."

Third, bilingualism became a productive part of conversation learning, instead of being the target but not a part of the process. First-language consciousness-raising activities led Chiaki Y. and Noaka M. to believe that bilingualism means "one person speaking two languages," not the development of a sort of bi-personality with "one person like two persons, one each for each language." They thought it important to be aware of the subtleties of first language use because "It's good to stay in touch with our true roots while we grow new branches."

A better awareness of the relationships between my students' feelings and language problems led me to plan my first semester lessons differently. I stopped asking my students to participate without preparation in certain types of English conversation activities in the first weeks of class: tasks which require them to speak like close friends, when doing the same thing in Japanese is something they are in the process of sorting out linguistically; conversations in which meaning depends on the sound of the voice since their talents with rhythm and intonation may be left behind when they put their ideas into easy standard Japanese sentences; tasks which call for expressions of humor and emotion may be difficult for the same reasons; and especially the types of task in which students depended most on translation, such as question and answer exchanges. I separated presentations of the types of transactional and formal conversations (such as ordering food in a restaurant and introductions), in which translation may seem to be an effective or safe strategy, from practise with situations in which translation usually is a hindrance to appropriate language behaviour.

I tried to take language-flattening problems into account by planning English conversation activities which take advantage of the students' efforts to find new ways to communicate in Japanese. For example, we focused attention on a type of relationship-building conversation in which one person holds the speaker's role for a long time while the other person is a supportive listener. Students do not feel the need to translate, because of the demand for accuracy, that accompanies a sequence of rapid turn exchanges; and they have enough time to stretch their English proficiency to include some of the features they have noticed in first-language awareness activities.

Some sort of discourse analysis should provide guidance on which features can cross cultures or which English counterparts are appropriate. James and Garrett (1991), say there is a new role for Language Awareness "aimed at foreign language learners, where the focus is on both making the learners aware of their mother tongue intuitions, and increasing their explicit knowledge of what happens in the foreign language. This suggests scope for a new type of Contrastive Analysis, not of the classical sort done by linguists...but...done by foreign language learners themselves" (p. 6).

As first steps in this direction, language awareness activities which make connections between dialect and standard versions of the first language and then the second language can be eye- and ear-opening experiences. In one early-in-the-year activity a class was asked to create conversations about certain part-time job problems. One group made Japanese dialect conversations, a second group used standardJapanese, and English was used by a third group. The students were asked not to write scripts. Later on, they were surprised at the difficulty they had transcribing their classmates' Japanese conversations, especially the dialect versions.

Here is an excerpt from an edited transcript of a dialect conversation presented by two Osaka-ben native speakers:

A: Mo kite ya, Et chan! Uchi no baito saki no Chetu ni wa sugoi iya na yatsu on nen!
B: Nani?
A: Nan ka beta beta shi te kite na. Mo sawari makurushi na. Do shio?
B: E... Uso! Sore te sekuharate u yatsu, chaun!
A: So ya wa!

In spite of the emotionally-charged subject of this conversation, most other students who created dialogues for the same situation in standard Japanese and in English failed to match dialect users' expressions of anger, sympathy, dismay, and determination by a long shot. Interaction in the standard language and English versions was far slower and more distanced with fewer examples of overlapping and echoing. The dialect conversations made greater use of intonation and gesture. It was much easier to transcribe and to act out the standard language versions, probably because they were closer to written language and less emotionally intense.

It was possible for the students to go back to the standard language conversations, both English and Japanese, and soup them up by adding in voice quality, intonation, body language, and interaction features that had contributed to the impact of dialect talk. And another perhaps less desirable change was evident, the focus shifted from accuracy to fluency. The new English conversations had more grammatical errors, shorter utterances, and more incomplete sentences. But so what! Rough and ready beats silence any day, right?

Raising students' awareness of the sort of language challenge they are facing is an interesting way to bring talk, relevant to EFL conversation study, about the students' mother tongue, or should we say tongues, into our classrooms. After all, our aim for students and teachers alike is to become bilingual and what better way than to introduce bilingualism and bidialectalism into the classroom.

If we could make connections between the ways our students naturally speak and English, instead of exhorting our students to "Think in English!", we might be able to say to them "Feel it in English!" before frustration rooted in confusion can take hold.

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SIG News

edited by robert long

Interested in learning more about your SIG? Please feel free contact the coordinators listed after this column.

研究部会の活動に興味のある方は、コラム下の各コーディネーターまでお問い合わせください。

CALL: The CALL SIG is proud to announce its latest publication, a volume of proceedings from the 1999 Kyoto conference, CALLing Asia. This book is being distributed free to members at JALT2000. Please visit the CALL SIG website for further information on how to obtain your copy.

コンピューター利用語学学習部会では、昨年開催された会合CALLing Asiaの学会会報を発刊いたします。JALT2000において会員に無料配付されますが、入手方法につきましては、当部会ウェブサイトをご覧ください。

GALE: GALE welcomed many old and new members at the GALE room in the CUE mini-conference in Tokyo. We decided to begin publishing our new journal, the *Journal of Engaged Pedagogy*, both online and as a print publication, and still have room for more contributions and staff. For information on the journal, contact Cheiron McMahill, GALE Co-coordinator.

学生と教育者の人格と人権を尊重する教育法、Engaged Pedagogyをテーマに新しい学術誌をインタネット上と本として出しますが、まだ論文と編集員の募集をしています。特に和訳できる方で、Bell Hooksというブラックフェミニストの哲学を勉強したい方はミックメーヒル・カイラン(cheironm@yahoo.com)までご連絡を。

OLE: OLE has issued its NL 16, containing, besides the usual statement of purpose in 4 languages, reports from the January 2000 Exbo and the Gallagher case, whose verdict could be crucially important for teachers of OFLs. This is followed by extensive information on OLE's activities on the regional level as well as at on OLE-related submissions to JALT2000. There is also a contribution by Professor Chi on teaching Korean as well as information by various publishers for the new term. Order copies from the coordinator Rudolf Reinelt.

会報16号を発行いたしました。ご希望の方は、Rudolf Reineltまで。

Cross Culture: The Cross Culture SIG is now recognized by JALT as a forming SIG. We are looking for new members. If you are interested in intercultural relations, and culture, please contact David Brooks.

異文化部会はJALTにより設立準備部会として承認されました。ただいま新入会員を募集しております。興味のある方は、David Brooksまで。

SIG Contact Information

Bilingualism—Peter Gray, t/f: 011-897-9891(h); pag@sapporo.email.ne.jp; website www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/

Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); elin@gol.com; website www.jaltcall.org/

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp; website www.wild-e.org/cue/oncue_archive/preva.hmtl

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); kcates@fed.tottori-u.ac.jp; website www.jalt.org/global/index.html

Japanese as a Second Language—Stacey Tarvin Isomura; stacey@gol.com

Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); barrym@gol.com; website www.aasa.ac.jp/~dcdycus/

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp; website www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/LLE/indexE.html

Material Writers—James Swan; t/f: 0742-41-9576(w); swan@daibutsu.nara-u.ac.jp; website www2.gol.com/users/bobkeim/mw/mwcontents.html

Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w); haig@nagoya-wu.ac.jp; website www.voicenet.co.jp/~davald/PALEJournals.html

Teacher Education—Lois Scott-Conley; lois.scott-conley@sit.edu; website members.xoom.com/jalt_teach/

Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com

Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); lyoffe@edu.gunma-u.ac.jp; website www.geocities.com/~newfields/test/index.html

Video—Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp; website members.tripod.com/~jalt_video/

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com; website www.aasa.ac.jp/~dcdycus/

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); cheiron@gpwu.ac.jp; website www2.gol.com/users/ath/gale/newsletter.htm

Forming SIGs

Pragmatics—Yuri Kite; ykite@gol.com; Eton Churchill; PXQ00514@nifty.ne.jp; Sayoko Yamashita; t/f: 03-5803-5908(w); yama@cmn.tmd.ac.jp

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; malang@gol.com

Cross Culture—David Brooks; t: 042-778-8052(w); f: 042-778-9233; dbrooks@planetall.com

Chapter Reports

edited by diane pelyk

Hiroshima: March—*Teaching Issues & Ideas* by Joe Lauer, Joy Jarman-Walsh, Fujishima Naomi, Dan James, Carl Lowe, Gordon Luster, and Roidina Salisbury. Lauer reviewed the linguistics text, *The Language Instinct*, by Stephen Pinker. Then Jarman-Walsh asked the audience to participate in some group activities that allowed the participants to assume a variety of roles. Fujishima demonstrated a first-day class activity in which students sit facing each other in two concentric circles and ask a series of questions to become acquainted with successive partners. James used pictures of a full stop, a question mark, and an exclamation point when teaching word intonation. The students practice saying the words. Then James uses other words and phrases. After listening, the students must hold up the correct picture to show the intonation he is using. Lowe demonstrated his method of teaching idioms and phrasal verbs. Since his text only has one discrete sentence per idiom, he creates stories to teach the words in context. The students read his story, then discuss and try to guess the meaning of the underlined idioms or phrasal verbs. Next, the students try to match the words in the story with a list of definitions. Finally, he presents the phrasal verbs and idioms in questions that relate directly to the students' jobs. Luster placed English and Japanese nouns on the tables face down so that a pair of students could take turns looking at a word and trying to make their partner say it. Students got one point for the named words and one point subtracted for each word they couldn't get their partner to say. The object is to obtain as many points as possible within a time limit. Salisbury also had a conversation exercise where pairs of students sit facing each other. In this situation, one side wants or needs to do something, and the opposite side must not permit them to do it. The pairs speak simultaneously for a short time. Then the students move and the confrontation begins again.

Reported by Simon Capper

Hokkaido: April—*Crash Course in Public Speaking* by Dennis Woolbright. At the outset, Woolbright humored his audience by remarking in Japanese that he had learned 2000 Kanji but forgot 1,990 of them. Then, based on his experiences over eighteen years, Woolbright shared numerous public speaking and teaching tips and effectively demonstrated how the opening of a speech must capture the audience. Using his methods, several of his junior college students have also captured audiences by winning national level English public-speaking competitions.

Gathering participants in a standing circle for eye contact, gesture, and short speaking exercises, Woolbright demonstrated how he gradually builds confidence in his students through non-threatening activities. "Do not expect students to do anything you're not willing to do," he advised. Too often a student's first opportunity to speak in an oral presentation is when they give their final speech. He stressed that such an approach created too much pressure. Then he introduced a step-by-step process he uses in his own classes.

To help with topic selection, Woolbright requires his students to come up with 21 ideas, encouraging them to consider personal experiences and be a little crazy. No one wants to listen to a boring speech, no matter how well it is written or delivered. He also recommends that students research their topics thoroughly by talking to people, quoting the media, and searching the Internet. After students have collected several points on a topic, he suggests they make the most interesting one their introduction.

Through several drafts, Woolbright assists his students with grammar and structure, then records their final draft in his own voice, intentionally over-emphasizing pronunciation, rhythm, feeling, and intonation. He argues that students should memorize speeches by listening to a native speaker rather than memorizing on their own from a manuscript. Later, to work on body language, students are videotaped. Like any competition, he feels coaching should be expected and he may spend from 30 to 50 hours with a student entering a speech contest.

Unlike many language lessons with a perceived use, Woolbright believes that preparing students for speech contests is one of the most meaningful and effective ways for a teacher to help a student learn English. According to the presenter, every student should be given a degree after competing in a speech contest. Although he admits that speeches are frustrating and time-consuming, the success of Woolbright's students certainly shows the effort is worthwhile.

Reported by Mark Hamilton

Kobe: April—*Implementing Task-Based Language Teaching* by David Beglar. The presenter introduced the topic of task-based language teaching (TBLT) by providing a historical overview of some of the approaches to language teaching and outlining how TBLT is based on principles rather than methods. Beglar presented a summary of what he believes are the basics of language teaching and learning: motivation, awareness, meaningful input and output, focus on form, fluency development, and whole language teaching. In addition to providing research-based support for TBLT, Beglar presented a sample lesson plan, including pre-task activities, the task cycle, and follow-up language focus for a short reading assignment. Pre-task activities included an introduction to the task and clear instructions. The sample activity consisted of a brief introduction to a short story with an outline of the tasks. The task cycle included brainstorming for vocabulary, making predictions, and sharing questions that we wanted answered after reading the story. Beglar stressed that the results of all three of these steps should be written and kept on a board in front of the class. The task cycle provides the students with an opportunity to activate some of their own language facilities and increases interest. The follow-up exercise is usually focused on language and includes activities such as practicing verbs in a story. Finally the audience was referred to works by Jane Willis, Peter Skehan, and Michael Long for further study.

Reported by Brent Jones

Nagasaki: April—*Pre-Debate Activities for the Inexperienced* by Charles LeBeau. Using his textbook, *Discover Debate*, LeBeau led a demonstration and workshop modeling pre-debate activities for high school and college-aged learners. Throughout the session, the presenter used easily understood imagery to illustrate his points. First, he advocated making debate skills concrete and visual by encouraging learners to think of debate preparation and presentation skills as akin to building a house. The roof is made of opinions and resolutions. The pillars are the reasons supporting the thesis or topic sentence. The foundations are the facts or evidence. He buttressed his metaphors by reminding us that even politicians talk in such a manner and refer to their ideas as platforms or planks. Then we practiced distinguishing between values, policies, and facts, judging the effectiveness and worth of pillars, and brainstorming reasons to support the somewhat dubious proposition that "Tokyo is a better place to live in than Nagasaki."

Reported by Tim Allan

Omiya: January—*Teaching Writing Workshop* by Ethel Ogane and Neil Cowie. The presenters began with a brief introduction of their teaching situations. Ogane does not teach a writing course, but writing activities for speeches or oral reports on project work are very important in her teaching. Cowie teaches a required writing course for liberal arts students and concentrates on report writing. An important issue in their teaching is how to give feedback to their students. We were given a sample of student writing and invited to discuss how we would give feedback and what we considered were problem areas in the sample. All the participants had the experience of teaching writing, so the ensuing discussion was lively. Some of the issues raised were how far the sample conformed to the structure of report writing, how correct the attribution of sources were, how the same grammatical errors occurred, and which types of errors hinder comprehension. Such issues are problematic for all writing teachers.

In the second part of the workshop, Ogane explained that she corresponds with her students by email, responding to what, not how, each student writes. She helps her students edit their reports and speeches through individual computer conferencing. Cowie tapes his responses to the student writing and gave us an example of this kind of feedback using the example we had analyzed for ourselves. Cowie timed himself on both written and taped feedback and discovered that giving feedback by tape saves him time. The students also like it, as they can play the tape as many times as they like and it aids their listening comprehension. It also gives them the feeling of being in one-to-one contact with their teacher, something difficult to establish when there are over thirty students in a class. There is no one answer to the question of how to give effective feedback to students, but, by exploring different approaches in this kind of workshop and introducing them into our classrooms, we can increase our awareness of what is successful and unsuccessful in our own teaching situations.

Reported by Evelyn Naoumi

Tokyo: **March**—***Teaching English through Storytelling*** by Steven Morgan. The creative writing power of students is readily tapped when they are introduced to a variety of teaching techniques involving storytelling. Stressing that students must become consciously aware of narrative structure, Morgan highlighted five basic plot stages: exposition, complication, turning point, reversal, and denouement. Understanding those stages allowed participants to create their own short tales modeled on examples drawn from *Aesop's Fables* as well as from Japanese folk stories. Retelling of stories, writing endings for unfinished stories, and telling stories about pictures were also addressed. Morgan discussed the challenge of expanding the storytelling teaching approach to include poetry. In a refreshing admission, Morgan stated that some activities may fail, but he maintained an optimistic view of the approach.

Reported by Stephen C. Ross

Chapter Meetings

edited by tom merner

Akita—We will have a monthly meeting in July as usual like in April, May, and June. The final and detailed information will be provided later.

後日、詳しい内容を御連絡します。

Fukuoka—***Workshop on Student and Teacher Evaluations Via the Internet*** by Mark Y. Cowan, Aso Foreign Language & Travel College. Is peer evaluation valuable? Should peers critically judge students' work? Is "the expert teacher" always right or do "the people" know what they want? Workshop participants will evaluate students' English websites for a web contest. Then this data will be compared with the data from the actual contest. *Sunday July 9, 14:00-17:00; Aso Foreign Language & Travel College, Bldg. #5; one-day members 1000 yen. Map, more details & links via http://kyushu.com/jalt/events.html*

Gunma—***The Cultural Performance: Language Teaching and Intercultural Communication*** by Joseph Shaules, Rikkyo University. Participants will be introduced to the fundamentals of intercultural communication (ICC) and ways to integrate an ICC training technique that has been adapted to communicative English classes. The speaker will also introduce a "cultural performance" approach which treats language skills as the tool students practice using in order to "perform" themselves in English. *Sunday July 23, 14:00-16:30; Nodai Niko High School (t: 027-323-1483), one-day members 1000 yen, students 200 yen, newcomers free.*

参加者は異文化間コミュニケーションの基本を学び、コミュニカティブな英語授業に取り入れる方法を学びます。また英語で表現するための道具として学習者が自分の文化を有効に使用する方法を紹介します。

Himeji—***How to Make a Homepage*** by Ed Hayes, Dokkyo University. *Sunday July 2; members will be notified of time and place. Others contact: Joe Mochowski, t: 0792-35-2475; machow@kenmei.ac.jp*

Kanazawa—Annual Summer Barbecue. Contact Bill Holden (w: 076-229-5163; h: 076-229-5608; holden@nsknet.or.jp) for updated information. RSVP by June 30. *Sunday July 2 (rain date: July 9), 12:30-16:30; Chuo Jidoukaikan; members 1000 yen, guests 1500 yen.*

Kitakyushu—***My Share: Polishing Your Presentation*** by Malcolm Swanson, Kinki University, and others. In this workshop, Mr. Swanson and other veteran presenters will give tips and advice on how to make effective presentations at JALT meetings and conferences. Bring your own project or outline for some personalized advice. *Saturday July 8, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Swanson氏他、経験豊かな講演者がJALT会合や社会における効果的なプレゼンテーション法を紹介します。

Matsuyama—***Bringing Efficiency to the Teaching Profession*** by Mark Stafford, Matsuyama University. While many professional fields have benefited from the productiveness brought on by recent technological innovations, the teaching field seems to be lagging behind. This presentation and discussion session will focus on how teachers may efficiently use basic computer technology to make their jobs more productive and more efficient. *Sunday July 9, 14:00-16:30; Shinonome High School Kinenkan 4F; one-day members 1000 yen; Matsuyama Chapter Local Member fee 4000 yen per year.*

基本的なコンピューター技術の導入により、いかに教師がその仕事を創造的かつ効果的にできるかを論じます。

Nagasaki—***Testing Theory and Activities*** by Michele Ruhl-Harada, Nagasaki College of Foreign Languages. Usually, evaluation is done by a test established by the teacher and graded according to a set of prescribed criteria. What if students evaluated their own tests according to their own criteria, and decided their own final grades? These are possible alternatives to customary testing methods. Collected data of these methods will be analyzed statistically, and the correlation and differences will be presented and discussed. *Saturday July 22, 18:00-21:00; Nagasaki Shimin Kaikan; one-day members and students 1000 yen.*

学生の試験の自己採点に基づく自己評価の可能性について論じます。あわせて、これら方法によるデータの分析結果と一般的な評価方法との相違点を提示します。

Nagoya— ***(1) Creative Note-Taking Skills, (2) English Language Education in Taiwan: Lessons to Learn for Japan?*** by Tim Newfields, Nanzan Jr. College. The first presentation discusses ways to develop creative note-taking skills. The advantages of non-linear, holistic note-taking strategies over standard linear note-taking procedures are highlighted, then five concrete ways to help students remember academic lectures more vividly are outlined. The second presentation compares the strengths and weaknesses of English education in Taiwan and Japan. *Sunday July 9, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 1; one-day members 1000 yen.*

(1) 英語授業での効果的記録法、(2) 台湾、日本での英語教育とその問題点

Nara—***Let the Games Begin!*** by Theo Steckler, Dramaworks creator and author of the textbook *Star Taxi*. Using games to help students acquire vital communication skills is the theme of this presentation. Participants, acting as students, will learn to play a series of games that stimulate action, spontaneity and creativity in the classroom. These unique games are powerful tools that make repetition and drill a lively and pleasurable experience which enables your students to absorb language skills naturally with little conscious effort. *Sunday July 9, 14:00-17:00 Tezukayama College (Gakuenmae Station, Kintetsu Line); free for all.*

Niigata—A Social Outing. Place and time to be announced in our newsletter. *Saturday, July 8.*

Okayama—***What Am I Doing Here? EFL Teachers' Perceptions of Position and Role Within the Japanese University and College System*** by Paul Hullah, Okayama University. This paper reports the results of an extensive survey exploring the degree to which ELT teachers at Japanese universities are satisfied with their position, and how they perceive their role, examining actual and ideal labels teachers use to describe their work, actual and ideal activities involved in that work, and degree of job satisfaction. *Saturday July 15, 15:00-17:00; Okayama Ai Plaza.*

日本の大学で教職をとる英語教師の自身の職場における満足度と役割のとらえ方に関する調査の結果を報告します。

Omiya—***Creating Authentic Material With a Digital Camera***. David Magnussen, Joshi Seigakuin University, will explain digital camera technology and a variety of ways the camera can be used to help teachers in the classroom. He will then lead a workshop where the audience will participate in the process of producing authentic teaching or testing material, from scratch to finish. *Sunday July 9, 14:00-17:00; Omiya Jack 6F (near Omiya station, west exit); one-day members 1000 yen.*

デジタルカメラを使った教材作り、授業での利用法について紹介します。当日のワークショップでは教材、テスト作りを体験します。

Shizuoka—Business Meeting. Come and have your say about current chapter business and the future direction of Shizuoka. All input is welcomed, and new faces are always especially welcome. *Sunday July 16, 13:30-17:00; AICEL 21 (take the 70, 88, or 90 bus from bus stop 5 at the north exit of Shizuoka station. Get off at the 6th bus stop called AICEL 21).*

Tokushima—***The Talk Method*** by Johann Junge, creator of TALK. The presenter will give a workshop on his highly effective and absorbing language learning system. Emphases are placed on using the target language as much as possible and on self-evaluation. The participants will be able to see the dynamics of TALK while learning English, French, German, Spanish, Japanese, and Chinese. Please join us for this absorbing lecture. *Sunday July 9, 13:00-16:00; place TBA; one-day members 1200 yen.*

Toyohashi—***Katoh Gakuen Immersion Program*** by Wayne Burnett. The presentation will describe immersion programs in general and Katoh's elementary program in particular. *Sunday July 2, 13:30-16:00; Aichi University, Building 5, room 525.*

West Tokyo—***Discussion on Teaching Discussion*** Members are invited to participate in this guided discussion. Please bring your ideas, experiences and questions on how to teach students to discuss as content, process, skill, and strategy.*Sunday August 6, 13:30-16:00; Fuchu Shimin Kaikan (Lumiere), 6-min. walk from Keio Fuchu Station.*

ディスカッションを教えるためのディスカッション講座
日時：8月6日(日)、13:30 - 16:00
場所：府中市民会館（京王線、府中駅前、ルミエール・ビル）

Yamagata—***The Students as Clients: An Examination of Japanese Post Secondary Education in Respect to Students as Clients and Consumers***by J. Lorne Spry. This presentation will be in two parts: first a lecture and then a workshop when participants will actively do a sample lesson. We will look at people's expectations—those of students, administration, and teachers. We will then focus on how these often disparate aims are commonly resolved as a process. The workshop portion will offer a look at one part of the teacher's solution. *Sunday July 2, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp

Akita—Suzuki Takeshi; t: 0184-22-1562; takeshis@mail.edinet.ne.jp
Chiba—Yukiko Watanabe; joebella@pk.highway.ne.jp
Fukui—Watanabe Takako; t/f: 0776-34-8334; watanabe@ma.interbroad.or.jp
Fukuoka—J. Lake; j@bamboo.ne.jp; website http://www.kyushu.com/jalt/events.html
Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; doyon@alice.asahi-u.ac.jp
Gunma—Wayne Pennington; t/f: 027-283-8984; jk1w-pgtn@asahi-net.or.jp; website http://202.236.153.60/JALT/
Hamamatsu—Brendan Lyons; t/f: 053-454-4649; bren@gol.com
Himeji—William Balsamo; t: 0792-54-5711; balsamo@kenmei.ac.jp
Hiroshima—Joy Jarman-Walsh; t: 082-878-9931; jjarman@pent.yasuda-u.ac.jp; website http://litcal.yasuda-u.ac.jp/student/jalthiroshima.html
Hokkaido—Dave Hyre; t: 011-387-7344; davdhyre@gol.com; website http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/
Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; pauly@k.tsukuba-tech.ac.jp; website http://www.kasei.ac.jp/JALT/Ibaraki.html
Kagawa—David Juteau; t:0883-53-8844; david-juteau@mailcity.com
Kagoshima—Nick Walters; t: 099-273-5896; 099-273-5896; t: 099-285-7447; remori@po2.synapse.ne.jp; website http://www.kyushu.com/jalt/kagoshima.html
Kanazawa—Bill Holden; t: 076-229-6140(w), 229-5608(h); holden@nsknet.or.jp; website http://www.jaist.ac.jp/~mark/jalt.html
Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); carman@med.uoeh-u.ac.jp; website http://www.seafolk.ne.jp/kqjalt/
Kobe—Brent Jones; t/f: 0797-31-2068; bjones@gol.com
Kumamoto—Andrew Shaffer; t: 096-339-1952; andmirs@try-net.or.jp; website http://www.kyushu.com/jalt/kumamoto.html
Matsuyama—Robert Oettel; t: 089-941-4136; f: 089-931-4973; oettel@shinonome.ac.jp
Miyazaki—Sylvan Payne; t: 0985-85-5931; f: 0985-84-3396; spayne@miyazaki-mic.ac.jp; website http://www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html
Nagasaki—Tim Allan; t/f: 095-824-6580; allan@kwassui.ac.jp; Shiina Katsunobu; t/f: 095-861-5356; nob-shiina@pop16.odn.ne.jp; website http://www.kyushu.com/jalt/nagasaki.html
Nagoya—Claire Gelder; t: 052 781 0165; f: 052-781 4334; claire_gelder@yahoo.com
Nara—Larry Chin; t: 0745-73-5377; f: 0745-73-2453; lschin@gol.com
Niigata—Robin Nagano; t/f: 0258-47-9810; robin@vos.nagaokaut.ac.jp
Okayama—Peter Burden; t/f: 086 293 3545; burden-p@osu.ac.jp
Okinawa—John Dickson; t/f: 098-893-7557; dickson@southernx.ne.jp
Omiya—Okada Chikahiko; t/f: 047-377-4695; chikarie@orange.plala.or.jp; Mary Grove; t: 048-644-5400; grove@tuj.ac.jp; website http://www2.gol.com/users/ljc/jan.html
Osaka—Nakamura Kimiko; t/f: 06-376-3741; kimiko@sun-inet.or.jp; website http://www.sun-inet.or.jp/~kimiko/josaka.html
Sendai—John Wiltshier; t: 0225-88-3832; BXU01356@niftyserve.or.jp; website http://www.geocities.com/jaltsendai
Shizuoka—Amy Hawley; t/f: 054-248-5090; shortone@gol.com; website http://www.geocities.com/Athens/Aegean/1952/
Shinshu—Mary Aruga; t: 0266-27-3894; mmaruga@aol.com
Tochigi—Jim Chambers; t/f: 028-627-1858; JiMiCham@aol.com
Tokushima—Meg Ishida; ys-meg@mse.biglobe.ne.jp
Tokyo—Allan Murphy; jalt_tokyo@hotmail.com; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; kusaka@vega.aichi-u.ac.jp

West Tokyo—Kobayashi Etsuo; t: 042-366-2947; kobayasi@rikkyo.ac.jp; website http://home.att.ne.jp/gold/db/wtcal.html

Yamagata—Sugawara Fumio; t/f: 0238-85-2468

Yamaguchi—Shima Yukiko; t: 0836-88-5421; yuki@ed.yama.sut.ac.jp

Yokohama—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein

We welcome new listings. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, July15th is the deadline for a September conference in Japan or an October conference overseas, especially when the conference is early in the month.

Upcoming Conferences

July 19-23, 2000—*Fourth International Conference on Teaching and Language Corpora (Talc),* to be held at Karl-Franzens-University of Graz, Austria. Eight keynote addresses, presentations, four workshops, a poster session, and a book and software exhibit are directed to practitioners and theorists interested in the use of corpus tools for such purposes as Language teaching/learning, teaching languages for specific purposes, student-centered linguistic investigation, cultural and historical studies, etc. Information and registration are available at www-gewi.kfunigraz.ac.at/talc2000, by email to talc2000@gewi.kfunigraz.ac.at, or from Bernhard Kettemann (bernhard.kettemann@kfunigraz.ac.at); Institut fuer Anglistik der Universitaet Graz, Heinrichstrasse 36, A-8010 Graz, Austria; t: 43-316-380-2488, 2487, 2474; f: 43-316-380-9765.

July 25-29, 2000—*Speaking and Comprehending: The Twenty-Seventh LACUS Forum,* at Rice University, Houston, Texas, USA. Amid a rich mix of speakers, specially featured are David McNeill on "The Role of Gesture in Communication and Thought," Andrew Papanicolaou on "Mapping the Language Cortex with Magnetoencephalography," and Michel Paradis giving the Presidential Address, "An Integrated Neurolinguistic Theory of Bilingualism: (1976-2000)." For more information, follow the conference link at fricka.glendon.yorku.ca:8008/mcummings.nsf/. Otherwise, contact Lois Stanford (lois.stanford@ualberta.ca.), Chair, LACUS Conference Committee; Linguistics Department, 4-36a Assiniboia Hall, University of Alberta, Edmonton, Alberta T6G 2E7, Canada; t:1-780-492-3459; f:1-780-492-0806.

August 5-6 and August 12-13, 2000—*Keys to Success: Personal Development Weekend Training (NLP)* by Richard Bolstad and Margot Hamblett from New Zealand, at Nanzan University, Nagoya, on August 5-6 and at SIT Tokyo Junior College on August 12-13. For Nagoya registration and information, contact Momoko Adachi at 052-833-7968 or koms@sannet.ne.jp; for Tokyo, contact Sean Conley at sean.conley@sit.edu

September 4-6, 2000 [pre-registration up to 7/31 only]—*Language in the Mind? Implications for Research and Education,* a conference organized by the Department of English Language and Literature, National University of Singapore and held at Fort Canning Lodge, Singapore, will focus on issues related to the role of the mind in the learning and use of language such as the extent to which language is an innate mental process and the extent to which it is out there in society, the mental processes involved in the acquisition of language, in the reception and production of language, and in the mental activities of social interaction.

The keynote speakers include Jean Aitchison and Rod Ellis. See the conference website at www.fas.nus.edu.sg/ell/langmind/index.htm or write to Conference Secretary, Language in the Mind?; Department of English Language and Literature, FASS, 7 Arts Link Block AS5, National University of Singapore, Singapore 117570, Republic of Singapore; or email to ellconlk@nus.edu.sg

September 7-9, 2000—*Language Across Boundaries: 33rd Annual Meeting of the British Association for Applied Linguistics (BAAL),* on the campus of Homerton College in Cambridge, UK, will investigate boundaries in respect particularly to cultures, disciplines, language learning, and modes. The keynote speakers are Jennifer Coates, David Graddol, and Bencie Woll. Information at www.baal.org.uk/baalr.htm, or write to BAAL 2000; c/o Dovetail Management Consultancy, 4 Tintagel Crescent, London SE22 8HT, UK; or email to andy.cawdell@BAAL.org.uk

September 7-10, 2000—*Second Language Research: Past, Present, and Future,* at the University of Wisconsin Madison. Papers and posters on many aspects of second language research, including theories, research methodologies, the relation of such research to the L2 classroom, and interdisciplinary approaches to L2 research. Plenary speakers will include Ellen Bialystok giving cognitive perspectives on L2 research, Claire Kramsch on the contribution of foreign language learning to L2 research, and Bonny Norton on non-participation, communities, and the language classroom. The conference website is at http://mendota.English.wisc.edu/~slrf/. Send inquiries to slrf2000@studentorg.wisc.edu

September 11-13, 2000—***Second International Conference in Contrastive Semantics and Pragmatics (SIC-CSP 2000)*** at Newnham College, University of Cambridge, Cambridge, UK. Papers on semantic and pragmatic theory and the interface between semantics and pragmatics, plus empirically-based presentations of contrastive linguistic data. Further information at www.newn.cam.ac.uk/SIC-CSP2000/, or contact Kasia Jaszczolt (kmj21@cam.ac.uk): Department of Linguistics, MML, University of Cambridge, Sidgwick Avenue, Cambridge CB3 9DA, UK or Ken Turner (k.p.turner@bton.ac.uk)

Calls for Papers/Posters (in order of deadlines)

September 8, 2000 (for December 2-3, 2000)—***IALIC (International Association for Languages and Intercultural Communication) Annual International Conference—Revolutions in Consciousness: Local Identities, Global Concerns in Languages and Intercultural Communication,*** at Leeds Metropolitan University, UK. Previous conferences exploring cross-cultural capability have centered on how the crossing of linguistic, geographic and political spaces is leading to new modes of thinking, feeling, and experiencing the world. This fifth conference will investigate questions and issues surrounding the notion of consciousness, which is intrinsic to such questions as the negotiation of difference and similarity, the processing of meaning, and the shaping of identities. Proposals are welcome for seminars and workshops addressing such issues, their philosophical and social contexts, and practical implications concerning how these developments affect our pedagogy. The conference website at www.cf.ac.UK/encap/sections/lac/ialic/conference.html is very informative. Contact: Joy Kelly (j.kelly@lmu.ac.uk): Centre for Language Study, Jean Monnet Building, Leeds Metropolitan University, Leeds, LS6 3QS, UK; t: 44-113-2837440; f: 44-113-2745966.

Reminders—Conferences

July 9-14, 2000—***7th International Pragmatics Conference (IPrA): Cognition in Language Use,*** in Budapest, Hungary. See ipra-www.uia.ac.be/ipra/ for details, or contact the IPrA Secretariat at P.O. Box 33 (Antwerp 11), B-2018 Antwerp, Belgium; t/f: 32-3-230 55 74; ipra@uia.ua.ac.be

July 22-29, 2000—***Education for a Culture of Peace: A Human Security Perspective, an intensive residential program in peace education held this year*** at Mahindra United World College near Pune, India. For fees, registration information and forms please email Amanuma Eriko at erikoam@gol.com or Armene Modi at ankindia@vsnl.com

July 28-August 1, 2000—***FLEAT IV, the Fourth International Conference on Foreign Language Education and Technology,*** will be held in Kobe, with pre-conference workshops on July 28. The conference is sponsored by the Japan Association for Language Education and Technology (former LLA), the International Association for Language Learning Technology (North America), and the Korea Association of Multimedia Language Learning. See the conference web page for details and online registration: www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html

August 30-September 2, 2000—***EUROCALL 2000—Innovative Language Learning in the Third Millennium: Networks for Lifelong Learning, Interdisciplinarity and Intelligent Feedback,*** will be held at the University of Abertay in Dundee, Scotland. The keynote speakers are Stephen Heppell, Raymond Kurzweil, Wendy E. Mackay, and Carol Chapelle. Extensive conference website: dbs.tay.ac.uk/eurocall2000/. Human contact: Philippe Delcloque (p.delcloque@tay.ac.uk)

September 15-16, 2000—***The Second Symposium on Second Language Writing,*** at Purdue University, West Lafayette, Indiana, USA. Keynote speakers will include George Braine, Linda Harklau, Ryuko Kubota, and John M. Swales. Registration limited to the first 120 registrants. Website at icdweb.cc.purdue.edu/~silvat/symposium/2000/, or contact Paul Kei Matsuda (pmatsuda@purdue.edu); Department of English, 1356 Heavilon Hall, Purdue University, West Lafayette, IN 47907-1356 USA; t: 1-765-494-3769.

September 30-October 1, 2000—***Korea TESOL (KOTESOL) International Conference—Casting the Net: Diversity in Language and Learning,*** at Kyoungbuk National University, Taegu, South Korea. Keynote speeches by Dick Allwright, L.Van Lier and Andy Curtis. Information and online registration at www.kotesol.org/conference/. Human contact available from Andrew Finch, Conference Chair, at kconference@hotmail.com or ddlc@duck.snut.ac.kr; t: 82-(0)2-979-0942; or from Jane Hoelker (hoelkerj@hotmail.com), KOTESOL International Affairs Liaison; Seoul National University, Hoam #104 East, 239-1 Pongchon 7 Dong, Kwanak-gu, Seoul 151-057, South Korea; f: 82-2-871-4056.

November 2-5, 2000—***JALT 2000: Towards the New Millennium—the 26th Annual International Conference on Language Teaching and Learning & Educational Materials Expo.*** Our very own conference, held this year at the Shizuoka Granship Conference and Arts Centre in Shizuoka, Japan. See the conference website at jalt.org/jalt2000/ for unfolding details.

Job Information Center/ Positions

edited by betina begole

The Job Information Center has a new email address -- tlt_jic@jalt.org -- that should be much easier to remember. Please use this address to place ads, or to request the job list. You can now also find the JIC jobs listed at www.jalt.org/tlt

To list a position in The Language Teacher, *please fax or email Bettina Begole, Job Information Center, at tlt_jic@jalt.org or call 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.*

Hyogo-ken—The School of Policy Studies at Kwansei Gakuin University in Sanda-shi is looking for part-time English instructors for the fall semester. **Qualifications:** MA in TEFL or doctorate, or currently enrolled in an MA-TEFL program. Must be a Kansai resident, preferably in Osaka/Kobe area. **Duties:** Teach a minimum of three *koma* per day for one to three days. Courses include academic writing, content, listening, and discussion/ presentation. **Salary & Benefits:** Competitive salary and commuting allowance. **Application Materials:** Curriculum vitae and letter of introduction. **Contact:** James Riedel, Coordinator; English Language Program, Kwansei Gakuin University, Gakuen 2, Sanda-shi 669-1337; james@ksc.kwansei.ac.jp

Niigata-ken—The International University of Japan (IUJ) is seeking a part-time English instructor to teach graduate students in the International Relations Department. The school is located near Urasa, about 90 minutes by Shinkansen from Tokyo. **Qualifications:** MA in TESOL or a related field, and teaching experience at the university level. Duties: Teach classes of approximately 10-12 students for ten weeks beginning in early October. The position may also be available for ten weeks beginning in early January. **Salary & Benefits:** Salary is based on the university part-time pay scale which is dependent on degree and experience. Transportation (Shinkansen) from residence to IUJ is also included. **Application Materials:** CV, cover letter, list of publications/ presentations, and contact information for at least two references. **Deadline:** September 1, 2000, but applicants are encouraged to apply as soon as possible. **Contact:** Ms. Mitsuko Nakajima; International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata 949-7277.

Yamanashi-ken—Elite English School in Kofu is seeking full- and part-time English teachers to teach evening classes. **Qualifications:** Possession of, or eligibility for, instructor visa. **Duties:** Teach Monday through Friday evenings, all levels, all ages. Full-time entails 26-30 hours/week; part-time, 10 hours/week. **Salary & Benefits:** Full-time salary begins at 230,000 yen/month, with visa sponsorship available. Part-time salary is 90,000 yen/month. **Application Materials:** Resume. **Contact:** N. Hirahara; Elite English School, 1-16-4 Midorigaoka, Kofu, Yamanashi-ken 400-0008; t/f: 055-251-3133; t: 055-253-7100.

差別に関する*The Language Teacher* Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。（例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。）これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor.

Bulletin Boardに記事の掲載を希望される方は、箇条書きやアウトラインの形ではなく、文章形式で毎月20日までに記事をお寄せください。また、記事の再掲載をご希望の方は編集者にご連絡ください。

Call for Papers: ***ILEC 2000***—The International Language in Education Conference 2000, "Innovation and Language Education," will be held from December 14-16, 2000 at The University of Hong Kong. A sub-theme will be "Information Technology in Language Education." The conference will place special emphasis on the practical needs and interests of classroom practitioners. Abstracts for papers, workshops, colloquia, and poster sessions are due by August 31. For more information, contact: Secretariat ILEC 2000; c/o The Faculty of Education, The University of Hong Kong, Pokfulam, Hong Kong; t: 852-2859-2781; f: 852-2547-1924; ilec2000@hkucc.hku.hk; http://www.hku.hk/ilec2000

The International Language in Education Conference 2000, 「Innovation and Language Education」が2000年12月14～16日に香港大学で開催さ

れます。サブテーマは「言語教育における情報技術」です。論文、ワークショップ、セミナー、ポスターセッションへの申し込みを歓迎いたします。大会は実践的なニーズ、教室実践に焦点を当てています。詳細は英文をご参照ください。

TESOL Certificate Course—The School for International Training (SIT), an accredited college of World Learning based in the United States, is pleased to offer its TESOL Certificate Course this summer at the Kyoto YWCA from July 21-August 10. This three-week intensive course will cover the practical aspects of teaching English to adult learners and is grounded in SIT's philosophy of experiential learning. The course will cost ¥175,000 and will be limited to 10 participants. The trainers will be Brian Long (MAT SIT, RSA Certificate) and Joshua Kurzweil (RSA Diploma). Contact: Brian Long; t: 075-862-0833; blong@gol.com; or Joshua Kurzweil; t: 075-865-1095; kjosh@gol.com; www.sit.edu/tesolcert/index.html

The School for International Training (SIT)ではTESOL教員コースを7月21日～8月10日までの期間、京都YWCAにて開講いたします。この3週間の集中コースでは、SITの経験的学習哲学に基づいた成人学習者に対する英語教育の実践的な諸相をカバーいたします。費用は17万5千円で10人定員です。詳細は英文をご参照ください。

Call for Papers and New Members: *JALA*—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May of 2001). JALA is a professional association for the study of the interrelationship of people, language and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. For more details, see JALA's website at http://www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html (Japanese) or http://kyushu.com/jala (English).

昨年設立されたJALA—The Japan Anthropological Linguistic Association (JALA)では、新規会員を募集し、また2001年5月に発行予定の最初のジャーナルへの投稿を募集しております。JALAは、人、言語、文化の内在的関係の研究を行う専門家の組織です。詳細は英文及び日本語のWebsite<http://www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html>をご参照ください。

Call for Submissions: *Essay Collection*—What is it like for native speakers to profess English in Japan? A proposed collection of essays aims to gather a wide number of individual examples across many different organizational and institutional sites. Some issues that might be addressed include reasons for teaching in Japan and their relationship to teaching, the assumptions held prior to arrival and the approaches to the realities subsequently encountered, and the nature of English in Japan. Contributions should be twenty to thirty pages, double-spaced, clear, and follow the conventions of the personal essay. The purpose of the collection will not be practical, but instead personal, as well as theoretical. For more information, contact: Eva Bueno; evapbueno@yahoo.com or Terry Caesar; caesar@mwu.mukogawa-u.ac.jp; English Department, Mukogawa Women's University, 6-46 Ikebiraki-cho, Nishinomiya, 663-8558.

母語話者にとって日本で英語を教えることとはどのようなことか？数多くの異なった組織や教室からの個々の事例を広く集めることを目的として、評論を募集しています。詳細は英文をご参照ください。

NLP Weekend Training—Richard Bolstad and Margot Hamblett from New Zealand will lead an NLP weekend training session on "Keys to Success, Personal Development" at Nanzan University on Aug. 5-6, and at SIT Tokyo Junior College on Aug. 12-13. For Nagoya registration and information contact Momoko Adachi; t: 052-833-7968 or koms@sannet.ne.jp; for Tokyo, contact Sean Conley; sean.conley@sit.edu

ニュージーランドからのRichard Bolstad と Margot Hamblettによる「Keys to Success, Personal Development」というNLPウィークエンド・トレイニング・セッションが8月5-6日に南山大学で、8月12-13日にSIT Tokyo Junior Collegeで行われます。申込先、詳細は英文をご参照ください。

***The Language Teacher* Staff Recruitment**—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please contact the Publications Board Chair by email at pubchair@jalt.org

TLTでは、Book Reviews、Bulletin Boardの日本語のコラム編集担当者を募集しております。資格は言語教育経験を持つJALTメンバーで、日本に在住し、ファクス、電子メール、および、Macintosh fileを加工することができるコンピューターを持っていることです。担当者は、毎月数時間を校正作業やオンラインやオフラインの会議のため時間を使うことになります。応募希望の方は、英文による履歴及びどのコラム編集を希望するかを明記の上、JALT Publications Board Chair (pubchair@jalt.org) までご送付ください。また、詳細については、日本語編集者、衣川隆生（最終ページの編集者リストをご覧ください）までお問い合わせください。

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わらず、白紙を用い、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に添いかねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の３カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の２カ月前の１５日に JALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の２カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき１回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

Staff List

JALT Publications Board Chair — *Gene van Troyer*
t/f: 0582-79-4050; pubchair@jalt.org

Immediate Past Editor — *Bill Lee*
Faculty of Regional Studies, Gifu University,
1-1 Yanagido, Gifu 501-1193; f: 058-293-3118;
wmlee@cc.gifu-u.ac.jp

Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30
Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57;
f: 0948-24-8591; tlt_ed@jalt.org

Associate Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-883-5022, f: 093-884-3400 (w); tlt_sub@jalt.org

Japanese-Language Editor — 衣川隆生 *(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

***TLT* Online Editor** — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156
(w); f: 011-513-7505 (w); tlt_web@jalt.org

COLUMN EDITORS

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki
University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Scott Gardner*
t/f: 086-281-9105; tlt_ms@jalt.org

Book Reviews — *Katharine Isbell*
Miyazaki International College, 1405 Kano, Kiyotake-cho,
Miyazaki-gun 889-1605;
t: 0985-85-5931 (w); f: 0985-84-3396 (w); tlt_br@jalt.org

Publishers' Review Copies Liaison — *Angela Ota*
West Park Communication Services, Funakoshi 957-6,
Gosen-shi, Niigata 959-1805; t: 0250-41-1104; f: 0250-41-1226; tlt_pr@jalt.org

Letters — *Malcolm Swanson (See Editor) & Koarai Mikiya*
t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

Bulletin Board — *Brian Cullen & Saito Makiko*
Brian Cullen: Shoken 2-1-15-10001, Chikusa-ku, Nagoya
464-0082
English: tlt_bb@jalt.org; 日本語: chip621@aol.com

SIG Focus — *Aleda Krause*
t: 048-776-0392; f: 048-776-7952; tlt_sf@jalt.org

SIG Reports — *Robert Long*
t: 093-883-5022; f: 093-884-3400 (w); tlt_sig@jalt.org

Chapter Reports — *Diane Pelyk & Nagano Yoshiko*
Renace Beppu 102, 6 Kumi, Ogura, Beppu, Oita
t/f: 0977-6690 English: tlt_chre@jalt.org
日本語: nagano97@pop.wa2.so-net.or.jp

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015;
t/f: 045-822-6623 (w); tlt_chmt@jalt.org

JALT News — *Amy Hawley & Sugino Toshiko*
Amy Hawley: 205 Summer House, 91-2 Zenzamachi,
Shizuoka-shi, Shizuoka-ken 420-0842
t/f: 054-248-5090; tlt_news@jalt.org
Sugino Toshiko: RXE21345@nifty.ne.jp

JALT2000 News — *L. Dennis Woolbright*
t/f: 093-583-5526; tlt_conf@jalt.org

Conference Calendar — *Lynne Roecklein*
Faculty of Regional Studies, Gifu
University, 1-1 Yanagido, Gifu 501-1193;
t: 058-293-3096 (w); f: 058-293-3118 (w); tlt_cc@jalt.org

Job Information Center/Positions — *Bettina Begole*
436 Kuwabara, Aoya-cho, Ketaka-gun,
Tottori 689-0529; tlt_jic@jalt.org

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和文要旨作成協力者 — 阿部恵美佳 (Japanese abstracts — *Abe Emika*)

PRODUCTION

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Design & Layout — *The Word Works*
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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher*のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください）で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

JALT事務局　〒110-0016　東京都台東区台東 1-37-9 アーバンエッジビル 5F
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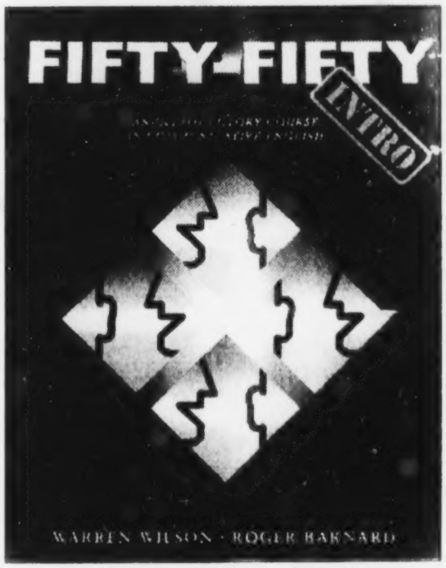

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If you are interested in professional growth in language teaching, we invite you to join us from November 2-5 in Shizuoka. For more information, please refer to the July *TLT*, or visit the conference website <www.jalt.org/conferences

Foreword

Our summer issue of TLT comes packed with articles and information; the perfect companion for the beach or those long plane trips home! As well as our four feature articles, you will find a review of the new computer-based TOEFL test system.

Of extreme importance to all JALT members are the JALT National Officer election candidate statements. This year, the only position being actively contested is that of Director of Programmes. We are lucky to have two experienced candidates running for the position. Keith Lane is not only a founding member of the extremely active Miyazaki Chapter but is also this year's conference programme co-chair. David Neill is known for his tireless work as JALT's Business Manager. This is a vital position as we head towards the combined JALT2001 and PAC3 conference in Kitakyushu next year. Please read the statements carefully and exercise your right to vote!

In other news, I'm extremely happy to welcome Robert Long as our new Associate Editor. Robert will be focusing on feature article editing, freeing me up to concentrate on the overall structure of *TLT*. Also, Gene van Troyer will be taking over the role of Publications Board Chair for the remainder of this year. We thank them both for their continued support of JALT publications.

Malcolm Swanson
***TLT* Editor** *<tlt_ed@jalt.org>*

今回のＴＬＴは、論文と情報を満載しています。夏の休暇のビーチや帰省の友として持っていくのにぴったりです。特集記事はもちろんのこと、従来のペーパーテストからコンピュータを使用したテストへ変更になった新TOEFLについての批評記事が掲載されています。JALT会員にとって大切なことがあります。

JALT全国役員の立候補者の抱負が掲載されています。今年議席を争う役職は、企画担当理事です。候補者は、２人で、どちらもJALT経験豊かな人です。Keith Lane氏は、今年の全国大会の委員長(co-chair)であり、宮崎支部の創設メンバーの１人です。 David Neill氏は、JALTのBusiness Managerとして常に仕事をしてきました。来年北九州でJALT2001とPAC3の同時開催を予定している我々にとって、企画担当理事はとても大切な役職です。2人の抱負をよくお読みになって是非投票してください。

その他のニュースとして、JALT出版編集部内に担当変更がありましたので、皆さんにお知らせします。Robert Long氏が新しい副編集長となりました。Long氏は、特に特集記事の編集を担当します。これにより、私はＴＬＴ全体の編集に専念することができます。Gene van Troyer氏は、今年後半、出版委員会長(Publications Board Chair)をつとめてくれます。JALT出版に多大な貢献をしてくれるこの２人に感謝の意を述べたいと思います。

（抄訳　阿部恵美佳）

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JALT 2000 National Officer Elections

Compiled by Peter Gray, NEC

JALT National Officer elections are being held this year for the positions of Director of Treasury, Director of Program, Director of Public Relations, and Auditor. Following JALT's new NPO constitution, this year's election is being held earlier than past elections. Voting begins August 1 and ends October 5. Please use the ballot included in this issue of *The Language Teacher* to vote.

Because no candidate was found for the position of Director of Treasury by the end of the regular nominations deadline, that position is not listed on the ballot. To fill this position, we will follow JALT's bylaws (IV, 10.1 and 10.3) and hold a special election for Director of Treasury at the JALT 2000 conference. Nominations for Director of Treasury are open until Sunday, October 15. Please contact Peter Gray in writing (fax: 011-897-9891; pag@sapporo.email.ne.jp) to nominate someone. This is an extremely unusual situation, but JALT must find a willing and qualified person to fill this position.

Below is biographical information and the statements of purpose of the candidates listed on the ballot. Further in-depth interviews with the candidates can be found on the ELT News website at www.eltnews.com.

財務担当理事、企画担当理事、広報担当理事、会計監査のJALT全国選出委員選挙が行われます。下記の改訂NPO細則に従い、今年度の選挙は通常より早く行われます。投票は、8月1日に始まり、10月5日に終了します。

今月号に差し込まれている投票用紙で、投票を行ってください。財務担当理事に関しては、推薦締め切りまでに候補者の推薦が無かったため、投票用紙では空欄になっています。このポストの補充はJALT定款に則り、JALT2000年次大会で投票が行われます。財務担当理事の推薦、立候補は10月15日（日）まで受け付けます。Peter Gray(fax: 011-897-9891; e-mail pag@sapporo.email.ne.jp) まで推薦のご連絡をお願いいたします。これは異例のことですが、JALTはこのポジションを希望し、適格な候補者を見つけられるでしょう。

以下は、候補者の略歴及び所信表明です。より詳しいインタビューの内容は、ELT News websiteにて掲載いたします。

Candidates for Director of Program

企画担当理事

David Neill

Biographical Information

David Neill has a B.A and an M.A. in ESL from the University of Hawaii. He has been teaching at the University level in Japan for the past eighteen years. He is now a lecturer at Okayama University of Science.

He became involved in JALT through the Video SIG serving as Supervising Editor of the Video Rising Newsletter from 1991 to 1993. He was also Deputy Coordinator in 1993 and Coordinator in 1994 for the Video SIG. He was Assistant Chair of the Nominations and Elections Committee in 1995 and Chair in 1996. He served as Conference Treasurer for the 1996 Conference. He was the Educational Materials Exposition Coordinator at the Conference in 1997 and 1999. He has been JALT Business Manager from 1997. This year he is Conference Site Chair at Shizuoka.

Statement of Purpose

Up until this past May the Director of Program was responsible for supervising arrangements for the Conference Program and planning special programs and workshops held at the chapter level.

With the change of the Business Manager's responsibilities and the Director of Program's increased responsibilities for the National Conference not only in program but also the site, it is very important for the Director of Program to have the expertise to make the Conference a success.

The National Conference provides a major portion of JALT's operating expenses for the following year. After working on the past five National Conferences, I believe that I have the experience to further improve the National Conferences in both content and the profit so vital to the operation of JALT.

With my experience in the SIGs and at the national level, I believe that I can bring the chapters and SIGs together through programs that benefit both the Chapters and the SIGs, making both stronger. The best may be a list of all presenters at the chapter level and members of SIGs that have presentations to give. With this information the Chapter Program Chairs can easily plan the chapter program for the year.

Finally, at the national level as the Director of Program I will work with the other Directors to make JALT a stronger organization at the national level as well as at the Chapter and SIG level.

David Neill（デイビッド ニール）

経歴

デイビッド ニールは、ハワイ大学でESLを専攻しB.A.を、さらに大学院を終了しM.A.を持っています。彼は18年間、日本で大学レベルの授業をしてきました。そして現在、岡山理科大学の専任で講義をしています。

彼は1991年以来、JALTに携わってきました。1993年までの3年間は、ビデオSIGサービングで、ビデオライジングニューズレターの管理編集者、1993年には、そのビデオSIGの副コーディネーター、1994年には、コーディネーターとして活動してきました。1995年に、ノミネーションやエレクションコミティーの副議長、1996年にはその議長となりました。そして、1996年の会議で、会計を勤めました。

1997年と1999年のエデュケーショナル・マテリアル・エキスポジション（教材展示会）では、コーディネーターをしました。そして彼は、1997年から現在、JALTビジネスマネージャーとして、また今年は、静岡でのコンフィレンスサイトチェアーも勤めます。

所信表明

2000年5月までのプログラムディレクターは、コンフィレンスやプランニングスペシャルプログラムやワークショップでは、チャプター／SIGレベルでプログラム管理をする責任がありました。全国大会においてのビジネスマネージャーの責任が、プログラムディレクターに移ったことによって、プログラムだけではなく、大会会場のアレンジメントとしても、プログラムディレクターが大会を成功させる専門知識をもつことは、とても重要なことだと思います。

全国大会は、これからのＪＡＬＴの運営費の主要な部分を提供します。過去5回の全国大会に携わって、大会においての内容やJALTの運営にきわめて重大な利益を生み出すために、私は今までの経験によって改善できると思っています。SIGや全国レベルでの私の経験とともに、チャプターやSIGの互いの為になるプログラムを通して、お互いをより発展させる手助けをすることによって、チャプターやSIGをより良く運営することができると思います。

私はチャプター／SIGレベルで、すべてのプレゼンターのリストを提供するプランをたてます。このインフォメーションと共にローカルプログラムチェアーは、彼らのその年のスピーカーのプログラムのプランを、より簡単にすることができます。最後に、私は他のディレクターと共に、JALTをより発展した団体に築くために活躍することと思います。

Keith Lane

Biographical Information
Asst. Professor, Miyazaki Int'l College.
MEd in TESL, Temple University.
BA in Int'l Relations, San Francisco State University.
15 year resident of Japan and member of JALT.

Roles in JALT:
JALT 2000 Int'l Conference Program Co-chair.
2000 Official JALT Representative to Korean Association of Teachers of English Conference.
2000 Program Chair, Miyazaki JALT.
2000 Association Coordinator Kyushu Region Tours.
1999 Nominations & Election Committee Chair.
1999 Asst. Coordinator Four Corner Tour & Kyushu Region Tours.
1999 Program Chair, Miyazaki JALT.
1998 Nominations and Election Committee Chair Designate.
1996-97 Founding President, Miyazaki JALT.
1996 President, Kagoshima JALT.
1995 Liaison with Kagoshima JALT for joint MIC-JALT English Education Forum.
1990-91 Program Chair, West Tokyo JALT.

Statement of Purpose

A successful Director of Program will establish a co-operative environment for volunteers who are teachers—and sometimes family people—first. The effort of caring for JALT and developing it needs to stem from selfless dedication and mutual respect. Director of Program needs to establish a horizontal grassroots resiliency among chapters and SIGs that promotes volunteerism. To that end I recently have established a 'just program' e-mail list serve to support SIG & chapter programming efforts. As Director of Program I would also work to see conference events become more of a showcase for the accomplishments and collaborations of JALT groups, their constituent members and volunteers. This is a way to improve quality and satisfaction in the process and product of conference planning. More than anything, collaborations on programs—the annual conference, book fairs, mini-conferences, and new innovations such as jointly sponsored regional tours and planning retreats—among chapters, SIGs and with our Association Member partners, have the potential to stabilize this Association and to reinvigorate it in the near term.

As Director of Programs I will assist this process because I care about the groups and their activities. I have a varied and extensive involvement in JALT in programs and other positions of leadership at the local and national level. As chapter program chair I worked with a team to sustain West Tokyo Chapter at a time when it had been facing possible dissolution, and in southern Kyushu I forged a new network, Miyazaki JALT. More recently I have represented JALT abroad as Official Representative to the Korea Association of Teachers of English and am currently JALT 2000 Conference Program Co-Chair in charge of scheduling. Please vote and keep in mind that JALT 2001 will be in Kyushu, where I have worked with my peers to develop a lasting and resilient collaborative structure.

Keith Lane（キース　レーン）

経歴
宮崎国際大学助教授
テンプル大学TESL修士号
サンフランシスコ州立大学国際関係学士号
日本在住15年、JALT会員歴15年
JALTでの役職・役割
JALT2000国際大会企画共同委員長
平成12年　韓国英語教師学会へのJALT正式代表
平成12年　JALT宮崎支部企画委員長
平成12年　九州地方ツアー学会コーディネーター
平成11年　立候補者推薦・選挙管理委員長
平成11年　フォーコーナーツアーおよび九州地方ツアー副コーディネーター
平成11年　JALT宮崎支部企画委員長
平成10年　立候補者推薦・選挙管理委員長に指名される
平成9年　JALT宮崎支部会長
平成8年　JALT宮崎支部設立会長
平成8年　JALT鹿児島支部会長

平成7年　宮崎国際大学・JALT共催英語教育フォーラムJALT鹿児島支部窓口
平成2年　JALT西東京支部企画委員長
平成元年　JALT西東京支部企画委員長

所信表明

企画委員長にふさわしい人物とは、教師たちや時には家族の人も合わせて協力しあえる環境をよろこんで創り上げられる人であると思います。JALTを育み発展させていく上では、私欲のない公平な精神を持ち、お互いが尊敬し合うことが重要なところとなります。企画委員長においては、各支部間そしてSIG間で横に広がる草の根のようで弾力的な組織をつくり、ボランティア精神を押し勧めていくことが必要であると感じます。それについて、わたしは最近、「ジャストプログラム」の電子メールリストをつくりSIG と支部の活動功績を支援するに至っております。そこでJALTの各支部のいままでの活動や共同研究の成果を発表する機会をさらに増やせるように小規模の会合を採用します。各会員もボランティアの人も小規模の活動ですから生き生きと質の高い意義のあるご活躍をしていただけることと思います。

何にもまして、各支部やSIGで共同して行われる全国大会、教材展示会、小規模な会合、地方ツアーの共催のように新しく取り入れられたものがつぎつぎとなされていくことは、JALTがますます語学教師たちに根付き、近い将来この学会に再び活気を与える可能性を秘めています。

わたしが企画委員長に選ばれましたら、以上のことに貢献できると確信しています。わたしは各支部そして皆さんのご活躍を大切にしていきたいと思っています。現在まで、わたしはJALTの企画において、地方で、また全国レベルでもリーダーシップをとってきた多様で広範囲な経験があります。支部の企画委員長として解散の危機に瀕していた西東京支部を他の会員と共に支え起こしました。また南九州では新しいネットワークを築き上げ、それがJALT宮崎支部に発展しました。ごく最近では、わたしは正式にJALT代表として韓国英語教師学会へ出かけましたし、JALT2000大会共同企画委員長として勤めてもいます。またJALT2001年大会は九州で行なわれます。その九州でわたしは仲間たちと末永く続く粘りづよい相互協力にあふれる組織をさらに発展させるよう取り組んでいます。このこともご考慮にいれ、ご投票をよろしくお願いいたします。

Candidate for Director of Public Relations

広報担当理事

Gene van Troyer

Biographical Information

Associate Professor, Gifu Shotoku Gakuen University,
Department of British and America English.
MA in English/TESOL, Portland State University, Oregon, 1985.
Gene has served in the following JALT positions:
Associate Editor and Editor, *The Language Teacher*, 1993-95.
JALT Publications Board Chair, 1995.
JALT Conference Proceedings Editor, 1995-96.
JALT President, 1996-2000.
Immediate Past President, 2000-

Statement of Purpose

I'm terribly sorry that Dennis Woolbright withdrew. He's a bright, flexible guy who evanesces with good ideas, and I had been looking forward to working with him over the next two years. If I win this, maybe I can persuade him to keep up the steady good work building towards JALT2001/PAC3 as a member of a publicity team.

Why am I qualified for a post like this? I have stamina, an incredibly thick skin, and before I became a language teacher I was a journalist with years of experience writing news stories (name the variety and I've written it) as well as press releases. It was my first career until I discovered I could make more money teaching English and still write. I also have what I consider to be a rather unique perspective on JALT from both the outside in and the inside out, from the bottom up and from the top down.

JALT public relations and publicity will play a crucial role in the success of the organization over the next couple of years, and with the inside track of contacts I have throughout the organization I am confident that I can keep JALT in a high profile and positive light. In pursuit of this end, one of my priorities will be to assemble a publicity team, work on getting major Japanese English language newspapers to publish more JALT-related news stories, and to maintain a high international profile for the organization with our counterparts in other countries.

Moreover, I will work with publicity chairs of Chapters and SIGs on strategies that may help them keep JALT in the public consciousness in the local communities and areas of interest.

Gene van Troyer(ジーン・ヴァントロイヤー)

経歴

ジーン・ヴァントロイヤー、助教授、岐阜聖徳学園大学、英米語学科、
オレゴン州ポートランド州立大学英文学/TESOL修士号取得(1985)
JALT関係履歴：The Language Teacherの副編集長を経て編集長に(1993-1995), JALT出版委員会議長(1995), JALT会長(1996-2000), 前会長(2000-)

所信表明

デニス・ウールブライトが立候補を取り消したことは非常に遺憾に感じております。デニスは頭脳明晰で柔軟性があり、またアイデアに溢れた優秀な人材なので、今後2年間、共に働けるのを楽しみにしていた矢先のことでした。もし私が選ばれることになれば、JALT2001/PAC3に向かって、広報チームの一員として引き続き堅実な仕事ぶりを発揮するようデニス・ウールブライトを説得できるかもしれません。

どうして私がこのようなポストに適しているかと申しますと、私にはスタミナがあり、一筋縄ではいかない厚い面の皮に覆われてい

るからであります。私は語学教師になる以前はジャーナリストとして長年、多種多様な依頼記事(いろいろ挙げてみて下さい。そのほとんどを私は書いてきました)や投稿記事を手掛け研鑽を積んできました。ジャーナリストは私の初めての職歴で、語学教師の方が給料がよく同時に書く仕事もやっていけるとわかるまで続けました。更に、私はJALTに関してユニークな視点をもっております。というのは、私は内側からは言うまでもなく外側の視点からも、またボトム・アップ的な見方もトップ・ダウン的な見方も同時にすることができるということです。

JALTの広報活動は今後2年間、組織の成功の鍵を握るほど重要な役割を果たすのではないかと思われます。私は組織全体に渡って幅広い人脈を持ち合わせているので、JALTの好プロフィールを維持しつつ、更に積極的な方向へ導いていく自信を持っております。目的を達成するため、まず私が成すべきことは、広報チームを集め、日本の主な英字新聞にJALT関係の記事をもっと載せるよう働きかけることだと思っております。次に海外の携帯機関とのより良質な国際的プロフィールを維持していくことだと考えております。

以上の点に加えて、支部や分野別研究部会の広報担当者と協力しながら、地域コミュニティやさまざまな分野に於いてJALTが広く意識化されるようストラテジーを展開していく決意でおります。

Candidate for Auditor

Daniel L. Gossman

Biographical Information

Professor Daniel Gossman is head of the English Program at Kanto Gakuen University, where he has taught for the past eight years. Prior to that, he worked for Clarke Consulting Group as an Intercultural Specialist. He has also had experience in publishing, sales and teaching at private language schools in Japan.

He has been affiliated with JALT since 1977 and has held the following chapter and at the National offices: Recording Secretary of the Shizuoka chapter, Treasurer of the Ibaraki Chapter, Coordinator of the Ibaraki Chapter, National Financial Steering Committee chair, and he is currently the National Auditor.

With Frederick O'Connor, he is co-author of *Win the TOIEC Battle*, published by Prentice-Hall. Most recently, he has been researching the role of the language teacher in the classroom from the perspective of the global manager. He is busy developing a Web-based CALL program for Kanto Gakuen University.

On the personal level, he has been happily married for the past thirty years. He has a son, a daughter and a granddaughter.

Statement of Purpose

The Auditor for the Japan Association for Language Teaching is charged by the constitution to conduct an audit of the financial records of the organization once a year. The holder of the position is also required to audit the actions and operations of the various officers and committees of the organization. The Auditor stands outside the day-to-day operation of JALT as a disinterested party whose responsibility is to assure the membership of JALT and the legal authorities of Japan and the various local entities where JALT is active, that the activities and operations of the organization are legal, generally under the laws of Japan and, specifically, in accordance with the NPO law.

Based on this definition of the position, the office requires a person who has experience with both the operation of JALT, and experience in the wider society of Japan. It also requires a person with the ability and courage to represent the members of the organization fairly and consistently. I believe that my long experience in Japan and with JALT have prepared me to perform the duties of this office with the competence expected by the members of the Japan Association for Language Teaching.

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Advertising Info	<tlt_ad@jalt.org>

Norbert Schmitt
Ronald Carter
University of Nottingham

Lexical Phrases in Language Learning[1]

本論では、言語学習におけるlexical phrasesの重要性について論じる。lexical phrasesは、習得され、頭の中に保存されている単語の連続体である。lexical phrasesは、頭の中に個々のかたまりとして存在しており、これが、流暢な言語使用を助けているということは心理言語学で証明されている。話し手は、新しい発話をする際、lexical phrasesをその発話の枠組みとして使うことができる。つまり、新しい発話の一部が既に頭の中ででき上がっているというのはとても便利なことである。また、聞き手は話し手の言葉を単語ごとに解読して意味を理解するのではなく、lexical phrasesを使って意味を理解している。lexical phrasesは、聞き手にとっても有益である。また、lexical phrasesは言語学習の上でも重要である。人は、lexical phrasesがわかれば、すぐにそれをその構成語に分解し、それらの語を習得している。lexical phrasesは、英語使用を促進させる重要な要素であるので、授業に取り入れられるべきである。導入方法については、提案がされ始めたばかりである。

Vocabulary has been traditionally thought of as individual words. Of course, this layman's view is inadequate because vocabulary includes many units which are larger than individual orthographic words. For example, a single meaning is attached to each of the following: *give up*, *fish shop*, *freeze-dry*, and *burn the midnight oil*. Research using large corpora has shown that these *multi-word lexical units* (MWU) are ubiquitous in language use, at least in English (Moon, 1997). This is especially true of spoken discourse (McCarthy and Carter, 1997). Moreover, this same corpus research is now beginning to indicate that there is lexical patterning that exists beyond even the MWU level. Some longer strings of language recur frequently and are often connected with the functional usage of language. These longer strings have been called various names, including *lexical phrases* (Nattinger and DeCarrico, 1992), *lexical chunks* (Lewis, 1993), *lexicalized sentence stems* (Pawley and Syder, 1983), and *ready made (complex) units* (Cowie, 1992). Following Schmitt (2000), we will refer to these strings as *lexical phrases*. This paper will argue that lexical phrases are a key element of fluent language production and that they also play a part in vocabulary learning.

The Psychological Reality of Lexical Phrases

Most of the evidence for lexical phrases comes from research into large databases of written and spoken language called *corpora*. Although these corpora contain the linguistic production of countless native-speakers, the data contained is only the manifestation of linguistic mental processing, and does not give us direct insight into the processes themselves. Of course, the fact that lexical phrases are so commonplace in the corpora surely suggests that they are in some way important in the mental processing of language. But do lexical phrases exist in the mind as single units, i.e. do they have psycholinguistic reality?

To answer this question, it might be useful to first look at individual words. Aitchison (1987a) suggests words can be stored either as wholes or composed on-line by combining stems and affixes. She reviews psycholinguistic experimental results and concludes that inflections are added on-line because they are rule-based and relatively consistent, and therefore can be added with little cognitive effort. On the other hand, prefixes and derivative suffixes are less transparent and are evidently retrieved from memory as polymorphemic wholes. This is partly because the affixation is somewhat arbitrary and needs to be memorized on a case-by-case basis. For example, there is little reason why the noun derivation of *adjust* could not be *adjustion*, but it just happens to be *adjustment*. (Of course, there are phonological bases for some affix combinations; they are simply easier to pronounce.) One example of the psycholinguistic reasoning which leads to the conclusion that derivations are stored as wholes involves the 'bathtub effect' (Aitchison, 1987b: Chapter 11). This refers to the fact that the beginning of words tend to have the highest saliency, the ends of words the next highest, and the middle of words the least. If stems were stored separately from the affixes, one would expect the middle segment of derivations to be the most salient, not the prefix.

Therefore, the evidence seems to show that many words are stored as wholes. If this is true, the same should be possible for multi-word strings. In an early influential paper on lexical phrases, Pawley and Syder (1983) argue this is exactly the case. They do so by highlighting the 'puzzle of native-speaker fluency'. The puzzle is that native-speakers have cognitive limitations in how quickly they can process language but are also able to produce language seemingly beyond these limitations. Pawley and Syder look at the psycholinguisitc literature and conclude that native speakers have been shown to be unable to process a clause of more than 8-10 words at a time. When speaking, they will speed up and become fluent during these clauses, but will then slow down or even pause at the end of these clauses, presumably to formulate the next clause. Speakers seldom pause in the middle of a clause. Together, this evidence suggests that speakers are unable to compose more than about 8-10 words at a time.

Native-speakers can, however, fluently say multi-clause utterances. Consider the following examples:

1) You don't want to believe everything you hear.
2) It just goes to show, you can't be too careful.
3) You can lead a horse to water, but you can't make him drink.

They have increasingly more words, and Example 3 is clearly beyond the limit of 8-10 words. Yet native speakers can say them all without hesitation. Pawley and Syder suggest that these examples can be fluently produced because they are actually lexical phrases—prefabricated phrases which are stored as single wholes and are, as such, instantly available for use without the cognitive load of having to assemble them on-line as one speaks. For this to work, only sequences of words which are frequent and familiar occurrences in language can be recognized as somehow being 'cohesive' and stored as wholes. Less common combinations or strings will continue to generated via syntactic rules. If this were not true, our minds would become cluttered with countless word strings seldom, if ever, used. The thing that makes lexical phrases so practical is that they are frequently used to express some functional use of language, thus warranting the memory space necessary to store them.

Production and Reception—Lexical Phrases Enable Fluency

If we accept that lexical phrases exist in the mind, then what insights does this give us into the underlying psycholinguistic processes of language production? One place to start is by looking into the strengths and limitations of the mind itself. One resource the mind seems to have plenty of is long-term memory capacity. However, resources in relatively short supply are working memory and processing speed. This limits the amount of information the mind can process at any one time. The result is that the mind can store vast amounts of knowledge in long-term memory, but it is able to process only small amounts of it in real time, such as when one is speaking (Crick, 1979). Pawley and Syder (1983) argue that the mind makes use of a relatively abundant resource (long-term memory) to compensate for a relative lack in another (processing capacity). It does this with language by storing a number of frequently needed word strings (lexical phrases) as individual whole units which can be easily called up and used without the need to compose them on-line through word selection and grammatical sequencing. In this way there is less demand on cognitive capacity because the lexical phrases are already 'ready to go' and require little or no additional processing.

By stringing lexical phrases together, native speakers are able to produce stretches of fluent language. Because the use of lexical phrases lessens the cognitive load, they are able to concentrate on the content and organization of what they want to say. In contrast to this, second language learners may often have to pause between every 2 or 3 words because of the need to process language as well as thoughts.

Lexical phrases do not always have to be used in production as invariable wholes. They can also be used as a ready-made scaffold upon which to build language. An example of this is the lexical phrase

_____ (person) thinks nothing of ______ing (verb) leading to

1. Diane thinks nothing of hiking 20 miles.
2. He thinks nothing of teaching six classes a day.
3. Mike thinks absolutely nothing of flying ten hours to go to a conference.

With the basic pattern already available from a lexical phrase, it would seem relatively easy to add on modifiers and clauses to customize the pattern to the situation at hand. Once again, we can see that the use of lexical phrases aid fluency, even when the language being produced is a creative adapta-

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tion of an existing fixed pattern.

Thus far, we have discussed the effect of lexical phrases on the productive side of spoken discourse. However, the use of lexical phrases also eases the processing load of the listener. Because lexical phrases can be recognized as individual wholes, this spares the listener some of the processing effort of parsing the language stream into individual words, recognizing each of those individual words, and extracting meaning from the composite of the individual word meanings and the related grammatical structuring. So language which includes recognizable phrases is easier to understand. This can be related to the cooperative principles described by Grice (1975) which state that the speaker needs to use language which is relevant, clear, and appropriately concise. The use of lexical phrases in language helps to realize these cooperative principles. Certainly, lexical phrases are so commonplace in language that they are expected in any discourse. In addition, the use of lexical phrases tends to make language clearer. This is because most lexical phrases are the linguistic expressions of functional language use. An example of this is *Have you heard the one about ...*, which is used almost solely as the typical introduction to telling a joke or humorous story. This use is ritualized and can be anticipated whenever a speaker is preparing to tell a joke. Since it can be anticipated, its meaning is instantly clear. Also, since it is a ritualized, nothing else needs to be said in introducing the joke. Thus lexical phrases are typically the most economical way of performing functional language (sometimes called *speech acts*), which is a major reason why the formulaic use of lexical phrases is so tightly related to functional language use. This also means that lexical phrases which realize functional language use are maximally relevant to the functional situations in which they are used. Taken together, the use of preformulated sequences seems to have real advantages for both the speaker and listener. Thus it is not at all surprising that McCarthy and Carter (1997) found widespread evidence of these sequences in their analysis of the CANCODE2 spoken corpus. Common examples are *the thing is* ___ (meaning 'the problem/ point is ___), and *I see* (I understand).

Learning Vocabulary by the Segmentation of Lexical Phrases

We have seen how lexical phrases aid in language use, but it has also been argued that they play a part in vocabulary acquisition. To illustrate how this might work, we need to first introduce the idea of *item learning* versus *system learning*. In language acquisition, learning seems to take place in two ways in phonology, morphology, and other linguistic aspects:

1) Item learning: learning individual units, such as the words *sled* and *walked*
2) System learning: learning the system or 'rules', such as *sl=s+l* and walked=walk+ed

Lexical phrases clearly fall into the category of item learning, because their key feature is that they are wholes. Grammar, on the other hand, falls into the category of system learning. But these two types of learning are not mutually exclusive; rather they feed into one another. Thus once a lexical phrase is known, it can be analyzed and segmented into its constituent words. In this way, unanalyzed phrases can be analyzed to provide additional vocabulary. Hakuta (1974) was the first to suggest that phrases could be analyzed into words plus grammar. Wong-Filmore (1976: 640) also believes that L2 children use many prefabricated phrases which "evolve directly into creative language". Peters (1983) presents the argument in its most considered form, proposing that learning vocabulary from lexical phrases is a 3-part process. First, lexical phrases are learned which are frozen wholes with no variation possible. At this point they are unanalyzed and are single lexemes. Common examples are idioms e.g. *kick the bucket*; *burn the midnight oil*, and proverbs e.g. *An apple a day keeps the doctor away*; *A stitch in time saves nine*. Also included are some expressions which are tightly related to a functional use e.g. *Ladies and Gentlemen ...* which is a typical opening address in a formal situation.

Second, a language learner may realize that some variation is possible in certain lexical phrases, and that they contain open slots. For example, after having heard the phrase *How are you today?* several times, it may be acquired as a lexical phrase with the meaning of 'a greeting'. However the learner may later notice the phrases *How are you this evening?* or *How are you this fine morning?* At that point, the learner may realize that the underlying structure is actually *How are you ______?*, where the slot can be filled with most time references. The learner is then able to realize that what fits in the slot is a separate lexical unit from the rest of the phrase, which opens the door to learning that lexical unit. Thus phrases can be segmentalized into smaller lexical units, oftentimes individual words. Lexical phrases at this stage are partly fixed and partly creative.

Third, this segmentation process can continue until all of the component words are recognized as individual units by use of syntactic analysis. When this happens, every word in the lexical phrase is potentially available for learning. This does not mean that the segmentation process has to continue to this point; in fact it can stop at any stage. There are some lexical phrases which the learner may never start to analyze, and which may be retained only as unanalyzed wholes. Likewise, learners may or may not realize that certain lexical phrases contain variability and slots. When the variability is realized, it is possible that only the slots are analyzed; the rest of the pattern may remain unanalyzed. Still, it seems safe to assume many, if not most, of the lexical phrases a learner knows will eventually become fully analyzed, and Peters (1983) suggests that much of a learner's vocabulary is learned in this way. This is especially true because learners are likely to eventually know numerous lexical phrases, seeing how they are easy to learn, efficient to use, and cover a wide variety of lexical content.

This segmentation process can lead to more than lexical knowledge however. Segmentation also requires grammatical information, which focuses attention on syntax as well as lexis. Ellis (1997) argues that grammar can be learned through the implicit recognition of the patterns in strings of language, some of which are bound to include lexical phrases. In this line of reasoning, innate grammar would not consist of an inborn understanding of grammatical rules, but rather a facility for recognizing the systematic patterns in language input. A perceptive ability to recognize such patterning does seem to be a sufficient condition for at least some types of grammar acquisition; a model developed by Kiss (1973) demonstrated that simply calculating which words occur sequentially eventually provides enough input to distinguish their word-class.

Some Implications of Lexical Phrases

A main implication of lexical phrases is multiple storage in the mental lexicon. A large number of lexical phrases are likely to be fully analyzed, even though they are retained in longer-term memory because of their utility. Thus it is possible that the production of a frequent sequence of words can stem from the retrieval of a lexical phrase, or from the syntactic generation of the string from individual words. (It would seem likely that the lexical phrase approach will be used when possible due to the lower cognitive load.).

This means that if a learner produces a sequence of words which contains an error, the source of the error might be a weakness in lexical or grammatical construction, or it might be that a lexical phrase has been acquired in a faulty manner. If the language error is due to a faulty lexical phrase, then any amount of grammar-based correction would seem unlikely to remedy the error. What would be required is a relearning of the correct form of the lexical phrase.

One should not assume that this paper downplays the importance of grammar in language use or in language teaching. The point is that language ability requires not only the ability to produce language

Figure 1. Suggestions for ways of teaching awkward and frequently occurring words such as *just.*

Keyword: just

Match these remarks and responses:

1. Would you like a cup of coffee?
2. Are you ready? It's time we were off.
3. It looks as if the train is going to be late.
4. Were you late last night?
5. Everybody is worried about the situation.
6. They've changed their mind again.
7. It's almost 9 o'clock. It's time we started.
8. Have you got Helen's phone number there?

a. That's just what we don't need.
b. Oh, it's not just me, then.
c. No, we got there just in time.
d. I think so. Just a moment—I'll have a look.
e. Not just now, thanks.
f. Don't worry. I think everything is just about ready.
g. That's just what I expected.
h. Right, I'll just get my coat.

Sometimes *just* is used to make a problem or mistake seem less important or serious:

It just slipped my mind.
I just couldn't get there any earlier.
I'm just not going to get upset about it.

Pres. Perfect: *I've just passed my exam.* (*just* = very recently)

Pres. Cont: *I'm just making some tea.* (*just* = emphasizing exactly now)

was going to: *I was just going to ring you.* (*just* = very soon after now)

Can I just ask/tell you/say that ... (If you know that an interruption will be quick)

I was talking to her just now. (*just now* = a short time ago)

I couldn't tell you just then. (*just then* = at that particular time)

Notice all the responses include the word just. It is very difficult to translate just, but it is used in a lot of fixed expressions. Can you think of a similar word in your own language? Learn the responses so you can use them yourself. Make sure you know the equivalents in your language.

Source: Lewis 1997. ©Language Teaching Publications through syntactic generation (via grammatical competence), but also requires the ability to use lexical phrases. This is especially true if learners hope to gain the pragmatic fluency which comes from knowing the right lexical phrase for the right situation. Ultimately, language learners need both abilities to use language well.

The importance of lexical phrases would suggest that we need to include instruction on them in our language teaching. As this is a new area, it is not yet clear how we can best achieve this. We do not even have a list of the most frequent lexical phrases in English as of yet, although this gap is now being addressed by Dave and Jane Willis. Michael Lewis (1997) has done some preliminary work in the area of teaching lexical phrases, advocating a focus on inducing patterns from language input and the return of a limited amount of pattern drilling. An example of this approach is illustrated in Figure 1. Lewis's proposals are generating a great deal of interest and seem intuitively attractive, but at this point it must be said that there is little empirical evidence one way or the other as to their actual effectiveness.

Conclusion

Corpus research is making it clear that the patterning resulting from lexical phrases is a major component of language. As such, lexical phrases are likely to become an increasingly important topic in Applied Linguistic circles, simply because lexical phrases are a key element in how language is used. In light of their essential nature, we need to come to a better understanding of their behavior and develop innovative ways of incorporating lexical phrase instruction into the language syllabus.

Note

1 This is a revised version of a presentation given at the 1998 PASE (Polish Association for Studies of English) conference in Szczyrk, Poland.

2 The CANCODE (Cambridge and Nottingham Corpus of Discourse English) is a 5 million word corpus of unscripted spoken discourse compiled at the University of Nottingham in conjunction with Cambridge University Press.

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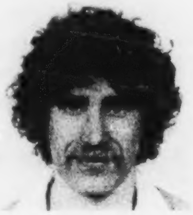

Norbert Schmitt lectures at the University of Nottingham, UK in vocabulary studies, language testing, and TESOL methodology. He recently published *Vocabulary in Language Teaching* with Cambridge University Press. He likes traditional Irish music and often dreams of renewing his private pilot's license. norbert.schmitt@nottingham.ac.uk

Ron Carter is professor of Modern English Language at the University of Nottingham, UK. His latest book on vocabulary is *Vocabulary: Applied Linguistic Perspectives* (2nd ed., Routledge). It would take a lot of money to get him in a plane flown by Norbert Schmitt. ronald.carter@nottingham.ac.uk

Yukiko S. Jolly
Aichi Shukutoku University

Articulatory Phonetics for In-service Teacher Training

英語音声指導に調音音声学を応用するという日本人英語教師のための講座を教えたときに、著者は、調音音声学の正式な教師養成講座をほとんどの教師が以前に受講したことがなかったことに気がついた。そこで、著者の講座で、参加者にこの講座の利用法や講座に対する評価などの調査が行われた。調査結果は、このような講座は、授業の助けになるばかりでなく個人の語学力向上につながるとしてとても役に立つと高い評価が得られた。しかし、教室では、教師が実際に音を発音して見せる方が、テキストなどの図で説明するよりも効果的であるようだ。

The Aichi Prefecture Education Center has conducted a special intensive in-service training program every summer for about 15 years for English language instructors in prefectural junior and senior high schools. Each year participants volunteer or are appointed by their respective school principals to attend this program. The number attending is limited to about 40 each year to foster opportunity for more personal interaction and individual participation.

The purpose of the training is to help these teachers improve and develop their English language teaching skills and methodology, as well as to provide an opportunity to refresh and strengthen their own language competence. The participants receive lectures in English on varied subjects such as oral interpretation or international subjects in cross-cultural contexts. They are also immersed in conversational situations facilitated by visiting AETs (Assistant English Teachers) from overseas. Additionally, the participants are strongly urged to use English for communicating among themselves during the training and, to facilitate this, they stay in a dormitory where an "English only" rule is enforced throughout the several days of the training session.

The author first had the opportunity to provide a condensed presentation of English phonetics in the context of articulatory phonetics as one of the lecture topics some 13 years ago. The presentation was so well received that the program organizers have repeatedly requested its inclusion over the years. This article is an outgrowth of that repeated experience and the observation of the reactions of participants. The objective here is to try to identify, from a participant's point of view, what is the appeal and value of a teaching methodology based upon the theoretical framework of articulatory phonetics.

Articulator Phonetics Training Procedure/ Articulator Phonetics Training: Procedure

The content of the training presentation has been pretty much constant over the years. At the beginning of the presentation, an overhead transparency is used to go over the outline of that day's program (see Figure1). The presentations are limited to instruction on the pronunciation of consonants of the English language (omitting explanations and drills on the vowel sounds) due to constraints in the time allotted.

Training regarding vowel sounds has been sacrificed since experience has indicated that consonants tend to give greater difficulties to native Japanese speakers.

Figure 1: Articulatory Phonetics

- I Objectives of the Presentation
  - Consonants of the English Language
- II Nomenclature
  - Organs of Speech
  - Movable and Immovable Parts
- III Biaxes of Articulatory Phonetics
  - a. Points of Articulation
  - b. Manners of Articulation
- IV Identification of Each Sound
  - a. Vd/Vl
  - b. Point of Articulation
  - c. Manner of Articulation
- V Practicum
  - a. Lips
  - b. Tongue
  - c. Velum
  - d. Vocal Cords

Next, participants are introduced to "Sammy," the commonly used illustration of a cut-away representation of the human head depicting the organs of speech. With the use of Sammy, the nomenclature related to the organs of speech is presented and other phonetics-related terminology (such as "alveolar," "palatal," "velar," and "oral cavity") are added to those already printed on Sammy. Further, the movable and immovable parts of the speech organs are illustrated on an over-lay projected transparency.

Then, using the chart of English Consonant Phonemes (see Figure 2), the biaxes of articulation (with one axis being the point of articulation and the other the manner of articulation) are explained as related to the main portion of the day's presentation. The characteristics of each of the consonants are reviewed, contrasting the phonetic pairs particularly difficult for Japanese, such as /l/, and /r/, /b/, and /v/, /f/ and /h/, /ð/ and /z/, and in particular, /ʒ/ and /dʒ/. These pairs are considered to be the most difficult to auditorily distinguish, and it can be difficult for non-native speakers to enunciate these sounds correctly. After the presentations and explanation of these specific pairs, examples from actual English words, phrases, or sentences are used to illustrate the application to each respective consonant covered in the presentation.

Following the explanatory lecture, the presentation moves into its practicum. Based upon the knowledge gained in the prior theory-based session, the participants are asked to identify each consonant using the three characteristics of (a) its voiced or voiceless feature, (b) its point of articulation, and (c) its manner of articulation, in that order. For example, the sound of the letter /j/ in "jam" /dʒæm/ would be identified as "voiced alveo-palatal affricate." This exercise makes the teachers keenly conscious of the corresponding phonetic properties in discriminating between, as well as creating, the respective sounds.

When the application exercises are completed, the presentation enters into its final section of actual drills, in which participants are required to illustrate on blank Sammies how the sound of each consonant is created. This exercise reveals whether or not each participant has fully comprehended the articulatory properties of each English consonant. They are instructed that an illustration of this exercise is composed of four articulatory elements: (a) the positioning of the two lips, (b) the placement of the tongue position (point of articulation), (c) the

Figure 2: English Consonant Phonemes

Manner of Articulation		Point of Articulation						
		bilabial	labio-dental	inter-dental	alveolar	alveo-palatal	velar	glottal
Stop	vl	p			t		k	
	vd	b			d		g	
Fricative slit	vl		f	θ				h
	vd		v	ð				
fricative groove	vl			s	ʃ			
	vd			z	ʒ			
affricate	vl				tʃ			
	vd				dʒ			
lateral	vd				l			
nasal	vd	m			n	ŋ		
semivowel	vd	w			r	j	(w)	

open or closed status of the velum, and finally (d) the condition of the vocal cords either vibrating (for voiced) or not vibrating (for unvoiced or voiceless).

Indications from Limited Survey

Posing the questions

Seeking some insight into the reasons for the continuing popularity of this subject and what value it holds for the trainees, this past summer's presentation was begun by asking the assembled participants about any previous instruction they might have had on articulatory phonetics. In response only one person raised her hand to acknowledge any prior contact. This response might of course be due to the natural reticence of Japanese to disclose their abilities in a group setting, but it was quite evident that the concept of articulatory phonetics as a serious subject for study was new to the group generally.

Additionally, the author prepared, in advance, an end-of-course evaluation questionnaire for this session, to solicit the participants' prior background knowledge, appreciation of the utility of the concepts presented, and judgment as to applicability to their own language teaching tasks. The questions were written in Japanese to minimize possible misunderstanding between the presenter's intention and an unskilled respondent's subjective interpretation. The responses to the third question of the set were in English, however, since the terminology in English was used during the English lecture. This questionnaire was distributed, completed and collected at the end of the presentation period.

The questionnaire was constructed with four categories of inquiry, in order to identify the issues in learning the linguistic properties of English consonants. The first question related to the participants' background in such training. The second sought evaluation regarding the relevance to possibilities in pedagogical areas. The ranking of the particular value each elements of the presentation had for each participant's acquisition of the course content was sought in the third question set. Finally, question four provided for explanatory comments in relation to their reactions to the presentation.

Participants' responses

In regard to the first category inquiry concerning previous exposure to phonetics training, slightly over half admitted to the fact that this presentation was their first training in the subject. In spite of their failure to respond positively to the course opening verbal inquiry, 19 of the 40 participants indicated some prior contact. Among these, five indicated some training in another workshop or lecture presentation, and one indicated self-study, but only 13 had had instruction during a course on this subject.

These responses are consistent with the low level of formal phonetic training observed among attendees of the sessions of prior years. When one considers that the selection of the participants is not centrally determined, nor are there any discriminatory criteria, the chances are rather high that the resulting assemblage constitutes a fair sampling of the Japanese English teachers in the prefecture.

The responses to the second category of question, related to personal comprehension and applicability to classroom application,were largely positive. On a 1-to-5 (low to high) rating scale, all items achieved an average rating above 4. It was good to note that the articulatory phonetics concepts as presented were well received and were perceived as being "user friendly." The most positive were responses on the participants' comprehension of the content of the presentation, which would indicate that the theoretical and practical contents are easily within the grasp of an audience such as this (and in spite of it being the first exposure for more than half). Other responses indicated high appreciation of the utility of these concepts in solving difficulties with pronunciation in one's own case and experience, and a contribution to professional linguistic knowledge. While the value and utility as tools for their own teaching tasks were highly acknowledged, a bit of reluctance was noted in the responses regarding application in classroom situations. Hopefully that reluctance is due to an aversion to the task involved, rather than an estimation that the concepts would be of little use in the English language classroom.

In the third category of question where the participants were asked to rank the value of the use of "Sammy," the consonant chart, the presenter's (orally presented) sound modeling, the blank "Sammy" drill, and presenter's gestures to their comprehension of the lecture, the responses were mixed. More high-value ratings were given to the chart of consonants (biaxes of point and manner of articulation) than the other aides used in the presentation. Apparently this helped in conceptualizing the different sound in relation to each other. Although the use of "Sammy" to illustrate the mechanics of sound production was given a statistical second place, the physical sound modeling actually got more first-place ratings than "Sammy."

The author had always assumed that "Sammy" was the most important element in this training exercise, and these results came as a bit of a surprise. However, in reflecting on the situation, it may well be that physically modeling the sound production (with body gestures, facial acting, and exaggerated sounds) provides a more effective visual and auditory impact than the flat two-dimensional illustration. Additionally, in the lecture presentation, the consonant chart is usually explained and accompanied by exaggerated sound modeling such that the contrasts between the sounds are quickly grasped. Perhaps the chart triggered a better recall of the sound model and was more effective in that regard than the theoretical construct from "Sammy."

Thirty-five of the 40 participants took time to write in various comments for the fourth section of the questionnaire. While many were expressions of appreciation as to various aspects of the training, there were 11 participants who indicated learning pronunciations they had not known before. The prime example of these was the differentiation of the voiced alveo-palatal fricative /ʒ/ and voiced alveo-palatal affricate /dʒ/, as in "pleasure" /pléʒe/ contrasted with "pledgeor" /plédʒə/ or in pronouncing "Japan" as /dʒepǽn/ and not /ʒəpǽn/. Not surprisingly, there were some requests for inclusion of similar training in the English vowel sounds as well.

In Closing

In general, the author is satisfied with the responses to the questionnaire, both in the areas of the contents expressed and the manner in which participants had expressed their responses to the questions in the training session sponsored by the prefecture. It appears that the real value that these participants received in this training was the acquisition of a new language teaching tool by which they can now "encode" those English phonemes that do not exist in the Japanese language system. Another rewarding aspect of this is that this training can be easily understood and acquired by participants in spite of their lack of prior exposure to such concepts. It is hoped that the participants will review and digest the practical training in its theoretical framework, as well as put this into practice in their classrooms to aid their students in the production of unfamiliar sounds.

There does appear to be a real need for more formal training for teachers of English as foreign language in articulatory phonetics theory. There are several very good textbooks on English phonetics for Japanese (as presented in the bibliography at the end of this paper), and many regular English textbooks now have sections in lessons on the articulatory phonetics of certain English vowel and consonant sounds. However, these tools are better used in the hands of trained technicians. Even the assistance of native English-speaking AETs cannot be effective if the teacher cannot guide the students in creating the sounds correctly. The quality and effectiveness of English language teaching in Japan can surely benefit from more widespread training in articulatory phonetics.

In addition, it is desirable that more pedagogical applications from the field of articulatory phonetics are practiced in foreign language classes. Those with training should make use of their acquired theoretical background and practical phonetic production skills in their everyday classroom activities for the benefit of their own students. It is also hoped that more English instructors in junior and senior high schools, without mentioning university instructors, will have various opportunities to get acquainted with the phonological, as well as other rich disciplines of linguistic domains related to language pedagogy to further upgrade the levels of English language education in Japan.

Readers wishing to receive copies of the Sammy figures or the questionnaire, please send a stamped, self-addressed envelope to the writer: Dr. Yukiko S. Jolly, Graduate School for Intercultural Communication, Aichi Shukutoku University, 9 Katahira, Nagakuke, Nagakute-cho, Aichi-gun, Aichi-ken 480-1197

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Yukiko S. Jolly received her Ph.D. in Applied Linguistics from the University of Texas at Austin in 1971. Since then she has taught at the University of Hawaii, at Hong Kong University for the Japan Foundation, and after returning to her homeland in 1985, for 14 years at the Nagoya University of Commerce. She is now a Professor of Intercultural Communication in the Graduate School of Aichi Shukutoku University.

Yamauchi Kazuaki
Stephen Lambacher
The University of Aizu

Using English Loanwords to Teach English Pronunciation to Japanese

本論文では英語からの借用語を使用することにより日本人学生の英語の発音を改善する方法を紹介する。今日、日本語で使用されている非常に多くの英語からの借用語が、すでに日本人学習者にとってなじみの深いものになっているので、日本人が英語を習得する際に大きな助けになると考えられる。そこで、日本人学習者に借用語データベースを作成させ英語の発音の学習に利用する。このデータベースにより、日本人学習者は、元の英語の単語とそれに対応する日本語借用語の発音の違いに対する洞察力を身につけることができる。日本人の英語の発音を改善するために借用語データベースを使用した教室での活動について紹介する。借用語データベースの作成の他に、次の三つの活動を順に紹介する。ウォームアップとして学生は借用語と元の英語の単語をつなげる練習をする。次に、教師が提示した借用語を学生はカテゴリー別に分類する。三番めに、学生自身が集めた借用語をカテゴリー別に分別する。活動の最後に、教師の発音を模範として学生は元の英語の単語の発音練習をする。

It has been said that the Japanese language is being degraded by the constant use of English loanwords. In one sense, this may be true, but it may not be totally accurate. One can easily find English loanwords in daily newspapers, magazines, books, and textbooks. Sometimes the original meanings of these loanwords are, for example *mansion, motel*, and *depart*. At other times, the meaning remains the same, but the pronunciation is completely altered making it difficult for a nonnative Japanese speaker to understand. For example, the word *McDonald's* is pronounced as *makudonarudo* in Japanese.

The tremendous number of English words used in the Japanese language should be a great aid to learning English because many of these words are already familiar to Japanese students. These words are directly borrowed from the English language, so that it is easy to analogize the original English word out of English loanwords in Japanese. Yoshida (1978) studied the learning of English vocabulary by a Japanese-speaking child living in the United States. She found that English loanwords in Japanese helped the children to relate to the words quickly. Some words are changed to the English sound system by the children but some are not. The second language learner clearly brings to the L2 learning task the benefits of knowing L1 vocabulary and of cognitive development in the first language.

However, Japanese learners have a tendency to pronounce English lexical items in terms of syllables and words learned in a Japanese phonological context, (Pennington ,1987; Riney and Anderson-Hsieh, 1993). With the present level of pronunciation of University of Aizu students in mind, we have designed some pronunciation consciousness raising activities through developing a database of English loanwords in class. Developing a database of English loanwords should be quite useful for Japanese learners of English. An English loanword database could be used to deepen a Japanese L2 learner's insight into the differences in pronunciation between the original English and the corresponding English loanwords in Japanese.

This paper introduces a method for improving the pronunciation of Japanese students through the use of English loanwords. However, there are several *difficulties associated with loanwords*. Japanese people often use English in quite creative ways, though with mystifying results for the native speaker of English. At times, nonnative speakers of

English try to pronounce loanwords as they are pronounced in English. However, most Japanese speakers pronounce them according to the Japanese sound system. Therefore, it becomes very difficult for native speakers of English or other nonnative Japanese speakers to understand these spoken loanwords. The pronunciation can be so distorted that native speakers can not recognize the Japanese version from the original word. For example, a person unfamiliar to Japanese cannot imagine *pasokon* denotes the word *personal computer*.

One factor to consider is transmission of the original meaning when introducing loanwords into Japanese. One activity, which is called "False Friends," provides students with the following examples:

1. *Handle* in Japanese means *steering wheel* in English.
2. *Back mirror* in Japanese means *rearview mirror* in English.
3. *Super* in Japanese means *supermarket* in English.
4. *Mansion* in Japanese means *condominium* in English.
5. *Paper test* in Japanese means *written test* in English.

If a student can distinguish the sound differences between the original English and Japanese version of the words and can implement words as part of his/her vocabulary, his or her English proficiency can be improved. Using loanwords may be considered as a hindrance to L2 learning by many people, but it is wiser to utilize those loanwords to increase one's vocabulary. Therefore, the loanword database is beneficial and useful to Japanese learners of English, as is the implementation of the database into the pronunciation practice activity.

> ***The tremendous number of English words used in the Japanese language should be a great aid to learning English.***

Pre-lesson

First, as an ongoing project, I have my Japanese students develop an English loanword database either in the classroom or as a homework assignment. The database includes the original English words and the romanji and katakana versions of the word. Students can gather English loanwords in Japanese through reading daily newspapers, books, textbooks, technical manuals, street signs, labels of daily commodities and extract the English loanwords from them. This exercise is helpful because students are able to recognize the differences among the words by just a quick glance. Students learn the pronunciation of the words as a set, i.e., the original English and the corresponding Japanese word together. After creating a general English loanword database, students may continue to develop a database specific to their field of study. This is helpful for students to focus on those words related to their major that they would like to learn. For example, since the University of Aizu is a computer science university, it is helpful for students to develop a computer science and technology word database.

Making a loanword database can effectively help L2 learners learn a language. An example of English loanword database is shown in Appendix 1.

Consciousness Raising Activities

First, a warm-up activity is introduced by the teacher. In this activity the teacher prepares a list of word pairs which show the Japanese loanword written in katakana with Romaji at the left and the original English word at the right at in random order. The teacher asks the students to connect appropriate words. This activity requires about 5 minutes to complete. Students are made aware of the general features of loanwords by connecting the loanwords with the correct English words as illustrated in Appendix 2.

akusesu (アクセス) --------- access
eakon (エアコン) --------- air conditioner

After matching the katakana to the corresponding English word, the students practice pronunciation of the English sample words one by one after the teacher. This activity requires about 10-15 minutes. The teacher should have the students listen to the sound carefully and point out the differences between the original English pronunciation and that of the corresponding loanword. In this way, students can develop an awareness of the difference of pronunciation between a loanword and the original English word. As a result, students are more conscious of the loanwords that are introduced in Japanese and will be able to pronounce the original English word more authentically through this easy warm-up activity.

After this activity, the teacher gives the students some loanwords from the list so that they can practice what they learned in the warm-up activity. The object of the activity is to associate the loanword with the corresponding English word that they may have seen beforehand. Again, the teacher can repeat the form-focus pronunciation exercise and model the correct pronunciation of the English words. The students then repeat and practice the words until they have gained an awareness of the differences between the English word and corresponding loanword.

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The next pronunciation activity involves a presentation regarding different categories of Japanese loanwords borrowed from English that are grouped according to the specific features of each word.

Category 1: Loanwords that have essentially the same pronunciation, or only minor difference in accent, or minor changes to suit the Japanese katakana alphabet.

Examples

ball	bohru	ボール
computer	konpyuta	コンピュータ
milk	miruku	ミルク

Category 2: Loanwords that have been changed because a particular English sound does not exist in the Japanese syllabary.

Examples

filed	fihrudo	フィールド
vision	bijyon	ビジョン
tourist	tsuhrisuto	ツーリスト

Category 3: Loanwords that reflect consonant clusters in English.

Examples

clutch	kuracchi	クラッチ
McDonald's	makudonarudo	マクドナルド
plastic	purasuchikku	プラスチック

Category 4: Loanwords that have been shortened.

Examples

television	terebi	テレビ
building	biru	ビル

Category 5: Loanwords that have been shortened and combined.

Examples

personal computer	pasokon	パソコン
air conditioner	eakon	エアコン

Some loanwords may fall into more than one category because those words have many features. This is an interesting and helpful task for students to increase their awareness of the differences in pronunciation between the English word and corresponding loanword in Japanese. Categories 1 and 2 should be very easy for Japanese students to learn once they understand the reasons for the slight changes in pronunciation or accent. As for category 3, the teacher can come up with ideas on consonant clusters to help student awareness. Categories 4 and 5 might be a matter of rote memorization.

After students learn the five different categories of loanwords, they categorize the words by themselves. The students are required to fill in the blanks of the table based on the five categories mentioned above in Appendix 4. This activity requires about 20 minutes. In accordance with each category, the teacher asks in what categories the katakana loanwords are most closely associated with English pronunciation. Once again the students are asked to practice the pronunciation of the English words after the discussion.

Conclusion

In sum, one major advantage of pronunciation consciousness raising activities is that the influence of English loanwords, including katakana English, can be reduced and a student's knowledge of vocabulary can be rapidly increased. I agree with the philosophy of L2 learning that the student should acquire sufficient knowledge and skills of L1 before learning L2. Ringbom (1987, p. 134) concludes that the importance of L1 in L2 learning is absolutely fundamental. The students can acquire new information by making use of already existing knowledge, thereby facilitating learning. Based on this acquired L1 knowledge, the student can recognize the sound differences between the original English words and corresponding words in Japanese and thereby improve their L2 pronunciation. Although these exercises are for Japanese learning English, the same principle can also be applied to native speakers of English who are learning German or French which also have many English loanwords.

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Yamauchi Kazuaki is currently an assistant professor in the Office for Planning and Management at the University of Aizu where he performs comprehensive investigation and research for advancement of education and research of the university. His main interests are second language acquisition of Japanese computer science students learning English for specific purposes (ESP) and the development of computer-aided English educational courseware. yamauchi@u-aizu.ac.jp

Stephen Lambacher is an assistant professor at the University of Aizu where he teaches courses in English pronunciation and technical writing in the Center for Language Research. His interests are speech perception and production, cross-language phonetics, and computerized instruction for pronunciation.

Appendix 1

English Word	Loan Word	Katakana
access	akusesu	アクセス
AIDS	eizu	エイズ
air conditioner	eakon	エアコン
alarm	arahmu	アラーム
amateur	ama	アマ
ball	bohru	ボール
bargain	bahgen	バーゲン
bed	beddo	ベッド
beer	bihru	ビール
bonus	bohnasu	ボーナス
building	biru	ビル
business	bizinesu	ビジネス
cake	kehki	ケーキ
calendar	karendah	カレンダー
camera	kamera	カメラ
campaign	kyanpehn	キャンペーン
campus	kyanpasu	キャンパス
card	kahdo	カード
career	kyaria	キャリア
catalogue	katarogu	カタログ
chain	chein	チェイン
challenge	charenji	チャレンジ
chance	chansu	チャンス
chart	chahto	チャート
check	chekku	チェック
cleaning	kurihningu	クリーニング
clinic	kurinikku	クリニック
coffee	kohhi	コーヒー
coin locker	koin rokker	コイン ロッカー
color	karah	カラー
command	komando	コマンド
comment	komento	コメント
computer	konpyuhta	コンピュータ
concrete	konkurihto	コンクリート
contact	kontakuto	コンタクト
convenience store	konbini	コンビニ
copy	kopih	コピー
course	kohsu	コース
credit card	kureditto kahdo	クレジットカード
curriculum	karikyuramu	カリキュラム
curtain	kahten	カーテン
dash	dasshu	ダッシュ
data	dehta	データ
database	dehtabehsu	データベース
debut	debyu	デビュー
demonstration	demo	デモ
design	dezain	デザイン
disk	disuku	ディスク
door	doa	ドア
easy-made	ihjih-meido	イージーメイド
elevator	erebehta	エレベータ
engineer	enjinia	エンジニア
escalator	eskarehta	エスカレータ
fashion	fasshon	ファッション
file	fairu	ファイル
flow	frou	フロー
follow-up	forohappu	フォローアップ
gamble	gyanburu	ギャンブル
garden	gahden	ガーデン
genre	janru	ジャンル
golf	gorufu	ゴルフ
Çáround	guraund	グラウンド
group	guruhpu	グループ
guide	gaido	ガイド
guideline	gaidorain	ガイドライン
hardware	hahdowea	ハードウェア
harmony	hahmonih	ハーモニー
hotel	hoteru	ホテル
humor	yuhmoa	ユーモア
idle	aidoru	アイドル
incentive	insentibu	インセンティブ
information	infomehshon	インフォメーション
informed concept	infohmudo konseputo	インフォームドコンセプト
infrastructure	infura	インフラ
interior	interia	インテリア
label	raberu	ラベル
layout	reiauto	レイアウト
leader	rihda	リーダ
license	raisensu	ライセンス
life	raifu	ライフ
manager	manejah	マネジャー
manual	manyuaru	マニュアル
mark	mahku	マーク
McDonald's	makudonarudo	マクドナルド
message	messehji	メッセージ
model	moderu	モデル
neck-tie	nekutai	ネクタイ
news	nyusu	ニュース
off-peak	ofu-pihku	オフピーク
online	onrain	オンライン
option	opushon	オプション
orientation	orientehshon	オリエンテーション
pamphlet	panfuretto	パンフレット
party	pahti	パーティー
plastic	prasuchikku	プラスチック
platform	purattohohmu	プラットホーム
post	posuto	ポスト
present	purezento	プレゼント
print	printo	プリント
professional	puro	プロ
project team	projekuto chihmu	プロジェクトチーム
quiz	quizu	クイズ
race	rehsu	レース
radio	rajio	ラジオ
reader	rihdah	リーダ
real time	rearutaimu	リアルタイム
receipt	reshihto	レシート
recycle	risaikuru	リサイクル
reform	rifohmu	リフォーム
rental	rentaru	レンタル
schedule	sukejyuru	スケジュール
scoop	sukuhpu	スクープ

series	shirihzu	シリーズ
service	sahbisu	サービス
sexual harassment	sekuhara	セクハラ
shampoo	shanpuh	シャンプー
sheet	shihto	シート
shop	shoppu	ショップ
shower	shawah	シャワー
software	sofutowea	ソフトウェア
specialist	supeshiarisuto	スペシャリスト
speed	supihdo	スピード
sports center	supohtsu senta	スポーツセンター
star	sutah	スター
summer sale	samah sehru	サマーセール
surveillance	sabeiransu	サベイランス
system	sisutemu	システム
tape	tehpu	テープ
taxi	takushi	タクシー
television	terebi	テレビ
tennis	tenisu	テニス
terminal	tahminaru	ターミナル
ticket	chiketto	チケット
tomato	tomato	トマト
tourist	tsuhrisuto	ツーリスト
towel	taoru	タオル
uniform	yunifohmu	ユニフォーム
video	bideo	ビデオ
vision	bijyon	ビジョン
volunteer	borantia	ボランティア
whisky	uisuki	ウィスキー
white shirt	wai shatsu	ワイシャツ
wine	wain	ワイン

Appendix 2

Simple Warm-up Exercise

1) アクセス (akusesu)
2) エアコン (eakon)
3) ファイル (fairu)
4) リアルタイム (riarutaimu)
5) プロ (puro)
6) テレビ (terebi)
7) ワイン (wain)
8) セクハラ (sekuhara)
9) ツーリスト (tsuhrisuto)
10) ライセンス (raisensu)

file
real time
sexual harassment
tourist
license
access
air conditioner
professional
television
wine

Appendix 3

Pronunciation Conscious Raising Activities

Category & Main problem (Group)	Reasons why L1 interfered with L2
1 Stress	Different stress
2 Pronunciation	Doesn't contain the sound
3 Consonant Cluster	Doesn't have any cluster
4 Shortened	Characteristic of Japanese Language
5 Shortened/Combined	Characteristic of Japanese Language

Category & Possible corrective (Group)	Example
1 Teach some of main differences	wine, quiz, bargain,
2 Teach some of main differences	vision, tourist
3 Teach some of main differences	McDonald's, plastic
4 Unrecognizable/uncorrectable	television, building
5 Unrecognizable/uncorrectable	personal computer

Groups of Japanese Loanword from English

1. Many loanwords have essentially the same pronunciation, or only minor difference is accent, or minor changes to suit Japanese katakana alphabet.
2. Some loanwords have been changed because the English sound does not exist in the Japanese syllabary.
3. Loanwords that reflect consonant clusters in English.
4. Loanwords that have been shortened.
5. Loanwords that have been shortened and combined.

Appendix 4

Organizing the Category

Category (group)	Example
1	
2	
3	
4	
5	

JALT2000 Supplement Addendum

Tuttle Publishing is sponsoring the JR Passes for our main speaker, Anne Burns, and the Asian Scholar, Dr. In Lee, at JALT2000. The conference organisers wish to apologize for incorrectly listing them as Tuttle Shokai in the July supplement.

AETとJTEの協働の現状
—春日部市の例をもとに—

落合　夏恵
星野女子高等学校

I. 研究の目的

1987年のJETプログラム開始に伴いネイティブであるAET（Assistant English Teacher）と日本人英語教員（以下JTE）の協働[1]により授業を展開するという新たな教授法、「ティームティーチング」（TT）が大規模導入された。この教授法はもともとアメリカで開発されたものだが、「協働する教員同士の性格・年齢・受けた教育及び経験の違いに応じて、協働の困難さの度合いが異なる」ということがある。また、今回のプログラムでの協働は、異なる国籍の教員同士のものであることが必要となる。

ここにおいて、Splinder（1974：153）の説、「『教師』という概念自体が文化の産物であって、それはその教師の出身に応じて変わる」ということをかんがみると、日本の文化的産物であるJTEと英語圏から招致されたAETという、異なる文化的産物同士が協働することは問題を拡大しないのだろうか？という疑問が生じる。本研究では、その疑問をベースに主に下記の二つのデータを集め、それによりJTEそしてAETの置かれている現状を明らかにした。そしてそれをもとに、より効果的なティームティーチング法を考える際の手がかりを得ることを目的にした。

(1) 個々人のAET及びJTEがこの教授法に何を期待し、どういった態度で臨んでいるかという、JTEとAETの持つresource[2]を調べる。

(2) 実際にどういった手順でティーム・ティーチングを行っているのかを調べ、JTEとAETの現状を知る。

II. 調査の概要

2－1　被験者

埼玉県春日部市内の公立中学校10校、うち7校のJTE21名とAET7名の計28名である。なお、この地区ではAETの一校一人配置が実現されており、7校のAETは全員協力してくれたという結果になっている。

2－2　アンケート

ティームティーチングを行っていく上で生じてくるであろうJTEとAETそれぞれの個人的及び文化的差異を明らかにするために、JTEとAETそれぞれに向けて計二種類のアンケートを作成した。内容はほぼ同じであるが、一種類に統一しないことで被験者のアンケートに対する言語および文化的な誤解が最小限に抑えられることを目指した。

アンケートにより得られるデータは、3つに分けることができる。

Category-1（C-1）ティームティーチングを構成しているJTEとAETの背景（i.e., resource）を知る上で役立つファクチュアルデータ

Category-2（C-2）ティームティーチングに対する個々のJTE及びAETの姿勢を見るためのデータ。ここでは両者の心的なresourceを見る。

Category-3（C-3）ティームティーチングを行う上でJTE及びAETが実際にとる手順及び内容を理解するために役立つデータ。

C-3はティームティーチングの授業を中心にその手順がいつ行われるか（授業前、授業中、もしくは授業後の3種）におうじて3つに区分される。

2－3　データの収集方法

データを集めるのに被験者側と最低4度にわたるコンタクトをとった。最初のコンタクトは電話を通して行った。この段階で研究内容に関心を示してくれた春日部市内全10校の中学のうち7校とのみ更なるコンタクトが続けられた。第2のコンタクトはその7校への直接学校訪問という形で行われた。この訪問はその学校が研究の意図を理解しているか、アンケートの設問の意味理解に誤解がないかの確認、そして被験者になるにおいての心的圧力を取り除くことを目的とした。第3のコンタクトはアンケートをお願いに訪問し、第4回目に自ら回収に学校を訪問した。

2－4　データの分析

JTEとAETの両者から集まった3種類のデータを比較することで分析を進めていく。このアンケートは春日部市で行われたものであるが、春日部市のティームティーチング導入状況は、各校一人配置が実現しているという事実から見ても平均的公立校よりもかなり恵まれた状況にあるといえる。更に、全国における春日部市の位置付けを把握すべく、文部省が1995年に行ったアンケート結果との比較も行う。

III. 調査結果

3－1　アンケート集計結果

C－1

［Team-Teachingの構成員である
AETとJTEに関する基本的な情報］

欄外の質問

JTE
教師暦：最短1年の者から最長18年の者まで
Team－Teaching経験暦：最短1年から最長14年までさまざま
性　別：男性／女性＝14／6

AET

年　齢：22歳－40歳　　性別：男性／女性＝1／6

国　籍：アイルランド1名、アメリカ2名、イギリス1名、オーストラリア2名、カナダ1名

AET経験歴：最短1年－最長3年

大学での専攻：

Q 1．中学校の英語教育において先生方が個人的にもっとも大切だと思われることは何ですか？

主な回答：生徒が英語を「勉強する教科のひとつ」としてのみ捉えるのではなく「実際に人とコミュニケーションする手段」ということを体験を通し理解すること。（4年目／女／JTE）

「楽しく学ぼう」ということです

（9年目／男／JTE）

Q 2．あなたは授業に Team-Teaching を導入していますか？（JTEへ）

(a)　は　い	21名
(b)　いいえ	0名

Q 3（JTEへ）Q 3.2（AETへ）Team-Teaching の仕方を身に付けるのに最も役立ったのは次のうちのどれですか？

	（Q 3,JTE）	（Q 3.2,AET）
(a)　文部省やCLAIR主催の研修	1（ 5%）	1（14%）
(b)　地方自治体主催の研修	3（14%）	0
(c)　独　学	5（24%）	6（86%）
(d)　大学で	1（ 5%）	0
(e)　その他	11（52%）	0

（Q 1,AET）　なぜ AET になろうと思いましたか？

主な意見：The JET program allowed me to continue what I enjoy doing (working overseas teaching English) and earn good wage at the same time (AET)

（Q 2,AET）　AET として働くのに直接役立った経験はありますか？

主な意見：Years of Child care／ baby-sitting mean that I have a good understanding of children's minds and wishes (AET)

Having various summer jobs in different environments (AET)　Travel (AET)

Q 3.3（AETへ）Q 4（JTEへ）もし Team-Teaching に関する研修等の機会があったら参加したいですか？

	（Q 4,JTE）	（Q 3.3,AET）
(a)　は　い	12（60%）	7（100%）
(b)　いいえ	8（40%）	0

（Q 4,AET）　何人の JTE とティームティーチしますか？

A. 3人-5人

C－Ⅱ

［Team-Teaching に対する個々の JTE
及び AET の姿勢を見るためのデータ］

Q 7（JTEへ）Q 6（全国の JTEへ）Q12（AETへ）AET に求める資質で最も大切だと思うものをひとつ選んでください。

	（Q 7,JTE）	（Q 6,文部省データ）全国	（Q 12,AET）
(a)　日本の生活や文化に対する適応力	1（ 5%）	27%	1（14%）
(b)　協調性	7（33%）	18%	2（29%）
(c)　生徒に対する愛情	6（29%）	28%	1（14%）
(d)　教育全般に対する知識	1（ 5%）	7%	0
(e)　語学教育についての知識	3（14%）	12%	0
(f)　日本語能力	0	0.3%	0
(g)　その他	3（14%）	5%	3（43%）

Q 8（JTEへ）Q12（全国の JTEへ）Team-Teaching をするうえでの苦労、問題点はなんですか？

（複数回答）	（Q 8,JTE）	（Q28,文部省データ）全国
(a)　授業の進度が遅れる	6（2位）	201（2位）
(b)　準備に時間がかかる	5（3位）	306（1位）
(c)　生徒がまじめに取り組まない	0（7位）	7（7位）
(d)　受験の支障になる	0（7位）	42（6位）
(e)　AETの教育に関する知識が不十分である	5（3位）	101（3位）
(f)　AETとの意思疎通ができない	1（5位）	94（4位）
(g)　その他	8（1位）	89（5位）

（Q 8,AET）Team-Teaching をするうえでの苦労、問題点は何ですか？（記述式）

主な回答：(1) JTEs using AETs as tape recorder (2) Neither JTE nor AET knowing what to do with the AETs in the classroom.

Genereally, difficulty arise due to lack of communication or prerparation on both the AETs' and JTEs' behalf.

Many JTEs don't know how to use the AET in their classroom.

AET sit in their schools for hours on end with no classes or no work to do. If there are no classes, AETs should at least be allowed to leave. Why should an AET be left to sit for 8hours doing nothing to do?

At my last school, I was extremely underemployed. Often, I would only teach three lessons or so a week. This left me feeling very discouraged, lethargic, unenhusiastic, and discouraged.

Q 9（JTEへ）Q 7（AETへ）Team-Teaching をするうえで心がけていることは何ですか？（記述式）

主な回答：（JTE）　まず2者は同等でパートナーであるということ（12年目／女）（他5）

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(JTE)JTEとAETのコミュニケーション。人間関係の確立。
（9年目／男）

(JTE)どうしてもAETの立場はお客様になってしまいがち。
やむをえないか………
（10年目／男）

(AET) always speaking English(85%)

Q16（JTEへ）Q27（全国のJTEへ）AETとの協働授業をこの先も続けていきたいですか？

	Q16（JTEへ）	（Q27,文部省データ）全国
(a) 思　う	20（95%）	88%
(b) 思わない	1（ 5%）	1%
(c) わからない	0	5%

Q11.1(AETへ) Q27(全国のAETへ) あなたは現在のTeam-Teachingに満足ですか？

	（Q11.1,AET）	（Q27,文部省データ）全国
(a) 大変満足している	2（29%）	13%
(b) 満足している	4（57%）	66%
(c) 不満である	1（14%）	21%

C－Ⅲ

［Team-Teachingを行う上でJTE及びAETが実際にとる手順及び内容を理解するために役立つデータ］

(a)

Q5（JTEへ）Team-Teachingを行う前に事前の打ち合わせはおこないますか？

	（Q5,JTE）
(a) 行　う	17（81%）
(b) 行わない	0
(c) 時による	4（19%）

（行う・時によると答えた方へ）その打ち合わせで重視していることは何ですか？

（複数回答可）	（Q5,JTE）
(a) 授業の目標確認	9
(b) 教材内容の確認	8
(c) 授業の進め方の確認	14
(d) 具体的な活動の決定	18
(e) 生徒の反応や希望の伝達	1
(f) AETのアイディア検討	7
(g) その他	2

Q6（JTEへ）Q11（全国のJTEへ）Q5（AETへ）Q17（全国のAETへ）
Team－Teachingをする時に授業計画作成の主導権は誰が握りますか？

	JTE	全国のJTE	AET	全国のAET
(a) JTE	13(61%)	65%	2(29%)	34%
(b) AET	0	2%	1(14%)	22%
(c) 両　方	6(29%)	30%	0	37%
(d) クラスによって変える	2(10%)	0%	4(57%)	0%
(c) 授業計画はたてない	0	3%	0	7%

(b)

Q11（JTEへ）Q5（AETへ）1週間の勤務表を書いてください。

Q10（JTEへ）Q5.1（AETへ）Team－Teachingは毎回決まった流れで授業を進めるようにしていますか？

	JTE	AET
(a) は　い	33%	57%
(b) いいえ	67%	43%

Q12（JTEへ）Team－Teachingと普段の英語の授業の間には、たとえば同時期で同じ文法事項を教えるといったよう何らかの関連性をもたせていますか？

	（Q12,JTE）
(a) もたせている	18（86%）
(b) もたせていない	3（14%）

Q13（JTEへ）Q18（全国のJTEへ）Team－Teachingをする際にどのような教材をつかっていますか？

	(a) 教科書	(b)市販の補助教材	(c) 自作教材	(d) その他
JTE	10(2位)	4(3位)	19(1位)	3(4位)
全国のJTE	220(1位)	28(3位)	202(2位)	12(4位)

(c)

Q14(JTEへ) 授業後にAETと反省会をおこないますか？

	(a) 行　う	(b) 行わない	(c) 時々行う
JTE	1（5%）	4（19%）	16（76%）

（行う・時々行うと答えた方へ）反省会は十分に行われていると思いますか？

	JTE
(a) 十分に行われている	6%
(b) 十分に行われていない	76%
(c) その他	18%

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Q 9 （AET へ） 26 （全国の AET へ） どのくらいの頻度で反省会を行いますか？

	AET	全国の AET
(a) 毎回授業後に行う	3 (0%)	22%
(b) 週に一回	0	6%
(c) 月に一回	0	2%
(d) ほとんど行わない	1 (14%)	53%
(e) その他	3 (43%)	17%

Q15 （JTE へ） Team－Teaching の授業はどういった形で生徒の成績評定に加えていますか？

(a) 授業態度	6 (28%)
(b) 定期試験	4 (19%)
(c) 両　方	4 (19%)
(d) 評定の対象には加えない	2 (9%)
(e) その他	5 (23%)

3 － 2　調査結果のまとめ

JTE と AET 対象に行った二種のアンケート結果を要約すると次のような事実が浮かびあがってきた：

(1) JET と AET は両者共に理想と現実とのはざまで葛藤している。この葛藤は日本の教育制度における英語という科目の持つ二重構造から派生している。この二重構造とは英語というひとつの科目の枠内で伝統的文法中心の訳読式通常授業と会話中心の TT を統合しなければいけないシステムをさす。入試に合格して進学するために適した教授法を望むという社会的圧力が存在する現状が続く限り、JTE はそれに対応することを目指してデザインされている通常授業により大きなウェイトをおかざるをえないという現状も続く。このことは、コミュニケーション力育成の重要性を感じつつも試験のための教授法をとらねばならないＪＴＥに葛藤を引き起こす一因となっている。それに対しＡＥＴの直面する葛藤というのは、日本に政府主導のプログラムを通して派遣されてきているにもかかわらず、AET (Q.8) の「ティームティーチングをするうえでの苦労は？」という問いに対して多く集まった回答「AET のアンダーワーク」という現状に代表されるように派遣先で彼らの存在自体が日本の教育制度に適合していない存在であるという現実に直面しなければいけないというものである。

(2) 回答者が中学校勤務のＪＴＥ及びＡＥＴであったという事実が回答結果に影響を与えた。[Q.1] (JTE) 中学校の英語教育において JTE が個人的に最も大切だと思うものは？という質問に対する回答にもあらわている。集まった結果からは２つの概念がくりかえし浮かび上がってきた。

〔１〕　コミュニケーション能力育成

〔２〕　生徒にやる気を起こさせること

生徒が公的に英語を学び始めるのが中学校であるという点から教員が生徒が教科に対してネガティブな気持ちを抱かぬように配慮しているからといえるだろう。それは「楽しく学ぼう」という [Q.1] (JTE) のコメントからもわかる。

また [Q. 7] (JTE) 及び [Q. 12] (AET) において、JTE 及び AET 自身に AET という役割に求める資質をたずねた結果67%の JTE と AET に至っては 100％が AET の学術的専門知識量よりも性格的要因の方を AET としての大切な資質と見ているということが分かったが、これもアンケート回答者が中学校に勤務していたということの影響だといえよう。学習指導要領にも明記されているよう中学校英語の授業の目標は生徒の基礎力養成する所に重点が置かれているのであり、専門力育成にはないからである。実際、文部省のアンケート結果 (1995 : Q.6) によるとこの質問に対し高校の JTE のうちで専門知識の重要性を示す選択肢を選んだ倍率は中学校の JTE の約２倍であった。

(3) [Q. 3.3] (AET) 及び [Q. 4] (JTE) の結果からも、JTE と AET の両者共に実践的な研修を希望している事がわかった。AET が実際の授業において用いる事の出来るアクティビティの例を研修に望んでいたのに対し、JTE はそういったアクティビティをいかにして既存の日本の教育制度に適合させられるかという点に対する研修を望んでいた。その研修の具体的形式については、AET は AET 及び JTE 両者参加の下で互いの意見交換のできるインタラクティブなものを望んでいた。その実現するにあたっての最大の障害は [Q.4] (JTE) のコメント及び [Q.8] (JTE) の結果からもわかるように、JTE の直面している時間的制約だった。

(4) JTE と AET の両者の労働条件には大きな開きがあった。正規職員である JTE とアシスタントである AET との間には異なる地位にはじまり就労時間差等種々の差違が結果的に労働量の違いへと反映される結果となった。結果的に AET がアンダーワークに悩まされる一方で JTE がオーバーワークに苦しむという極端な状況が生まれている事がわかった。アンダーワークとは仕事をしたいと願う AET に十分な仕事が与えられないという状況をさす。[3]

(5) [Q.12] (AET) で AET の考えるそのポストに最も大切な資質として JTE から集まった回答と比べると目立って集まった答えが「日本文化を理解し適応すること」だったという点からも AET は JTE が想像する以上に文化的なギャップに悩まされている事がわかった。この文化の問題は AET と JTE の協働のあらゆる側面で浮かび上がってくる問題で例えば AET のアンダーワークの問題も単なる時間の問題ではなく文化的な要因をも含んだ問題であるといえる。[Q.12] (AET) のコメントからも分かるようにアンダーワークに悩まされている AET はその時間の有効利用のために解決策として帰宅することを望む一方、JTE はこれを義務の不履行だと考えるという文化的な時間利用の方法に対する見解の相違がこの問題を根深いものにする。JTE と AET の双方による相手の文化における時間利用の概念の理解なしには各々の直面している時間から生じる問題解決にはつながらない。

(6) 他の市町村と比べるとかなりの高比率で春日部市において

TTという教授法は広く受け入れられていて、かつ根付いている事がわかった。それはTTが多くの春日部市内の中学校において定期試験の範囲に組み込まれている所からも説明できる。しかしながら、たとえすべての学校においてTTが定期試験の範囲に組み込まれるようになったとしてもそれが即TTに通常授業と同じウェイトを持たせることにはならない。通常授業は現在の日本の教育構造に基いて設計されていて、それの目指す最終的ゴールが生徒を高等教育機関へ送り込む所にあるため高校及び大学を始めとする高等教育機関の入試に対する出題傾向をかえない限り現状は変わらないからである。

Ⅳ．結論

集まったデータは、JTEとAETの直面する現在のTTにおける固有の問題を浮き彫りにした。調査結果の要約からもわかるよう多く問題点はJTEが日々直面している時間的制約から派生している事がわかる。そしてこれは日本の教育制度そのものから端を発する問題であるがゆえに、深刻なものであるといえる。なぜならば現在の教育制度が続く限りTTを行う上で派生する問題の根本は解決されないからである。

現状を踏まえた上でより効果的なティームティーチングを行う方法をいくつか提案させていただくことでこの発表を締めくくろう。

(1)に対応して

まず第一に大学入試に強調をおく現代の教育システムを考えると教育改革は政府が中心になって行うよりも、大学側が中心になって行ったほうが浸透率が高まることが予想できる。大学側が入試にもっとコミュニケーション能力に強調をおけばおくほど高校までの教育機関のそれへの取り組みが活発化し、それによってJTEとAETの直面している葛藤も軽減されるだろう。

(2) 5に対応して

AETの直面しているカルチャーショックを和らげるための一つの解決策として各自治体ごとに最低1人カウンセラーそしてAETとJTEと学校との仲介者の役割を持つ者を雇うことを提案したい。この役割の適格者は日本の文化と同時に英語圏の文化をも理解でき、定期的に学校訪問をして現状を常にフォローアップできるといえる。元JET参加者で、継続を希望にもかかわらずいまのJETの規約によって延長が認められなかった者が最も適任といえよう。英語圏文化に精通した日本人もこの役割に適しているといえよう。

(3)　すべての問題に影を落としてくるのがJTEのオーバーワークの現状だ。しかしこれを完全に解決する方法はないと私は思う。なぜならばこれは現代の教育制度に代表される文化的要素、英語というひとつの科目の枠内で伝統的文法中心の訳読式通常授業と会話中心のTTを統合しなければいけないというシステムから派生する行政的要素、個々人の教員の地位と労働時間に代表される教員自身に関する要素のようにたくさんの要素を組み合わせた上で起こっている問題だからである。JTEが現在の教科枠の元でTTを行う限り、JTEがTTより文法中心の授業に強調をおくという現状が続くのみならずTTの持つ柔軟性は破壊される。このことはTTで最も好まれている教材が教科書であるという回答からもわかる。時間の制限内で最大限の効果をあげるためにJTEは文法中心の通常の授業とTTにリンクを作ろうと腐心した結果同じ教科書を使うという結論に多くがたどり着いたことがわかる。しかし、このことがTTの長所である柔軟性を制限しているのである。ここから、私は政府にTT専用の教師の枠を作ることを提案する。教授法及び授業内容も違うTTの授業と通常の授業はまったく別のものなので2つの科目として分離して教えるのはある意味当然とも言えるのではないだろうか。このことはJTEを理想と現実の葛藤から解放するのみならず、コミュニケーション能力育成を専門としていなかったものが教えなければならないというところから派生していた問題をも解決へと導くだろう。コミュニケーション専門の資格をもった教員の立場を作ることでAETの望んでいた実践的な研修も実現できるであろう。また、この役職ができれば、彼らは上述のAETのカルチャーショックの軽減の手助けをするカウンセラー兼文化的仲介者の役割をも兼任できるであろう。

注釈

1）埼玉県立南教育センター発行のガイドライン「AET（ALT）との望ましいCO-WORK（協働）の在り方」（3／1996）でAETとJTEとのCO-WORKをあらわす和訳として用いられている。

2）個々人の教員がもつ性格年齢及び経験などが教えるにあたってその教員の持つ資源になるといった意味でのresource。Warwick（1971）の考えに基いた概念。

3）このことに関してのAETのコメントは、「Q.9」（AET）のコメント欄を参照してください。

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田辺洋二.,「学校英語」東京（筑摩ライブラリー）1990

This essay is concerned with the work carried out by the JTEs (Japanese Teachers of English) and the AETs(Assistant English Teachers) in seven local junior high schools (JHS) of Kasukabe City. It reports on the findings from a questionnaire sent to and completed by 21 JTEs and 7 AETs of the project schools with the aim of collecting two types of data:

(i) What kind of 'resources' do JTEs and AETs in Kasukabe City have?

(ii) What kind of procedures do JTEs and AETs actually adopt in order to team-teach?

By using the information collected, I shall make some suggestions for re-thinking the problems associated with Japanese team-teaching in English teaching, and conclude by summarizing the main findings within the text.

日本での６年間の語学学校経営：困難辛苦

Paul Doyon
朝日大学

Ⅰ．概要

多分、いろいろな英会話学校で働いて来た先生達は自分の学校を経営することを想像したことがあったのではないでしょうか。私は、1993年3月から1999年3月までの6年間語学学校の経営をしておりましたが、今日はその時の経験を少しお話ししたいと思います。

Ⅱ．経営前と経営後の人生

学校を始める以前の私の生活は比較的楽なものでした。週に二日は工業高等専門学校で教え、日曜日は学習塾、週に一クラスの英会話学校、そしてその他は個人レッスンと言う具合だったのです。たいてい朝遅くに起き出して、午後からジムに出かけ、その後日本語を勉強し、夕方から英語を教えるという毎日でした。それにもかかわらず、給料は多いときには、月に50万程にもなりました。ところが、学校を始めてからというものは、私の人生は天と地程変わってしまいました。1993年、この年にパスポート（学校名）を始めたわけですが、同じ年に結婚もし、さらに外国語話者の為の英語教授法修士課程での勉強も始めておりましたので、気がつくと給料は激減し、一日に10時間から12時間働いているしまつでした。

Ⅲ．なぜ学校を始めたのか

これまでいくつもの英会話学校で働いてきましたが、いつしか自分の学校を持ちたいと考えるようになっていました。いくつもの学校システムを経験していくうちに、異なるシステムの長所を生かしたシステムを自分なりに考えるようになっていたからです。なにより、学校を始めるに当たって私を突き動かしていたものは、お金儲けではなく、自分の理想を現実にしたいと言う強い気持ちでした。頭の中の考えを取り出して、それを実現させたかったのです。

Ⅳ．厳しい道

学校を始めた時には、すでにバブルは弾けていました。そんな状況にもかかわらず、その年のうちに二、三の新しいライバル校が岐阜に開校したのです。つまり、経済は低迷しているにもかかわらず、競争はより激しくなったと言うことです。まさに悪戦苦闘の日々でした。開校当初はほとんど無給で働き、生活を支える為に学校外での仕事も探さなければなりませんでした。

Ⅴ．システム拡大

初めの一年は校内に社会人向けのクラスがあるのみでした。二年目に入ると校内での子供クラスも始めました。三年目には先生を幼稚園に派遣し、そこでクラスを行う幼稚園クラスが始まりました。また、知人のレストランの二階をお借りして校外に二つの分校も始めました。その後、派遣クラスと言う名のもと家庭訪問クラス、コミュニティーセンタークラス、学習塾や会社への先生の派遣なども始めました。

Ⅵ．なぜ学校を売ったのか

1996年、教授法の修士課程が修了し、1997年には名古屋地方の五つの大学で非常勤講師として雇われることになりました。学校経営による煩わしさや目の回る忙しさより、大学で教鞭をとる自由な生活の方がかなり魅力的なものでした。というのも、大学では高い給料、長い休み、研究する機会等が与えられていたからです。そんなわけで、私は学校を譲り受けてくれる人を探し始めましたが、思う様な人にはめぐり会えずに月日が過ぎました。そして、去年になって三人の人がほとんど同時に学校を譲り受けたいと名乗り出たのです。私は一番学校を成功に導いてくれそうだと感じる人に学校を売ろうと決めました。幸運にも三人の人が同時に購入を希望してくれましたので、交渉はしやすいものになり、ありがたく思いました。

Ⅶ．今度するなら変える点

開校当初は、従業員には出来るだけよい条件を提示したいものだと考えていました。そこで、他校の条件を基準にして、より高い給料、より短い労働時間、そしてより長い休暇を提示しました。しかし、経済は悪化し、競争は激化する一方でしたのでこのような条件を提示し続けることは難しくなってきたのです。ところが、一度提示した良い条件を下げることは非常に難しいものでした。このことから、初めからより良い条件を提示しすぎるのは良くないということを学びました。その時々の経済状況や従業員の実績を見ながら、可能な範囲でするべきであることを強く感じました。つぎに、従業員の雇用についてですが、一度雇ってしまった人は、後々不満が出てきても解雇をするのは非常に難しいものですから、本当に必要とする人かどうかを見極めて雇うことが非常に重要であることを学びました。経営者のいる時は一生懸命を装い、あとはクビにならない程度に適当に仕事をする人もいれば、なにも言わなくても期待以上の実績を上げてくれる人もいます。また、自分一人が頑張ったところで、従業員と経営方針を共有することが出来なければ、お互いに足を引っぱり合う結果になってしまうことも学びました。

Ⅷ．結論：経験から学んだこと

特に人間関係について多くを学ぶことができました。また、どんな状況下でも頑張れば何かが得られると言うことも分かりました。ビジネスについても多くを学びましたが、同時に自分はビジネスに魅力を感じる人間ではないことも分かりました。経営者の立場に立った物の見方が出来るようになったことも大きな収穫で

した。長い人生の間に一度でも経営者としての経験ができたことは良いことだったと思います。それは、私の視野を広げたと思いますし、また、人格を豊かにしてくれたと思うからです。

Report

Informational Seminar on the Computer-Based TOEFL

Robert L. Brock, *Kokugakuin University*

Starting from October 2000, the *Test of English as a Foreign Language* (TOEFL) will be available in Japan as a new computer-based test, the *TOEFL-CBT* (see the advertisement in TLT May 2000 pp. 31-32). Whereas the pencil and paper test has been held only a few times a year, the computer-based test can be taken by appointment at a designated center, at a date and time to suit the candidate. One of the major changes is that every test will include an essay which is included in the score. The essay can be typed or hand written. Up to now the *TOEFL* essay (Test of Written English—TWE) has been optional and scored separately. Another change is that the *TOEFL-CBT* is computer-adaptive, which means that the computer program selects the level of difficulty of the next test item according to how many of the previous questions the candidate has answered correctly. The program is thus continually estimating the candidate's level and refining the accuracy of its estimate. The candidate's unofficial scores, except for the essay, are displayed immediately on the computer screen at the end of the test.

To introduce and explain these changes, Temple University in Tokyo hosted an informational seminar on May 20 with presentations by the *Japan Language Testing Association* (JLTA) and *Educational Testing Service* (ETS). Participants were welcomed by the Dean of Temple University Japan, Professor Richard Joslyn, who explained that Temple will be one of three testing centers in Tokyo. About 100 people attended, the great majority of whom were Japanese.

To inform participants of the theory behind *TOEFL-CBT*, Professors Randy Thrasher and Youichi Nakamura of *JLTA* gave a lecture in Japanese on "Basic Concepts in Language Testing." This was supplemented by both a booklet and slides in English. They first reviewed classical test theory and then went on to explain how item response theory can be used to yield sample-free calibration, where the estimate of a candidate's level of ability does not depend on the particular items he or she was tested on. This forms the basis of *TOEFL-CBT's* computer-adaptive testing, where the program selects questions suitable to the apparent level of the candidate from a large pool of test items.

In the second part of the seminar, Gena Netten and Phil Everson of ETS reviewed the history of the *TOEFL* and explained what *TOEFL-CBT* now entails. With the assistance of Professor Yoshida of Sophia University, they also discussed how to prepare students for the test.

In future computer-testing centers, candidates will sit at individual workstations, each with volume-adjustable headphones. They first work through a tutorial on the use of the computer. Then the test commences with the listening section. During this part of the test the computer displays pictures which provide a context for the questions. While most questions remain multiple choice, some now require more than one answer. There are also new question types where candidates have to identify items depicted in a picture on the computer screen, select the correct order for a process, or sort items into categories. The structure section follows the listening section and both of them are computer-adaptive. After a five-minute break, candidates do the non-adaptive reading section and finish the test with their essay.

The *TOEFL-CBT* was introduced in some countries in 1998. A comparison test on subjects taking both the pencil and paper test and the computer test showed no difference in group performance. The pencil and paper test will remain through the 2000-1 testing year and will continue to be administered in three remote centers in Japan. This test will include a compulsory *TWE* essay from July 2000. As the two versions of the *TOEFL* are concurrent and scores remain valid for two years, the two versions of the test have non-overlapping score ranges to differentiate them. However, results on one version can be matched with the other using concordance tables provided by *ETS*.

The room where the seminar was held will contain the computer testing center, which has not yet been installed. While Mr. Everson demonstrated how to answer questions on a screen projected from his laptop, participants could not get any hands-on experience themselves. This would have been useful - one person announced she would take the first available computer test in order to explain the procedure to her students.

Further information on *TOEFL-CBT* is available from the *TOEFL* website http://www.toefl.org, and sample material, the computer tutorial, and practice tests are available on CD-ROMs from *ETS*.

A Chapter in Your Life

edited by joyce cunningham & miyao mariko

This month highlights the efforts of Himeji President Bill Balsamo to help his chapter by way of a special service: that of a highly successful newsletter which provides useful information on chapter activities and so on. The coeditors encourage 800-850 word reports (in English, Japanese, or a combination of both).

A Chapter's Newsletter

by William M. Balsamo

When the economic slump hit Japan in the early 90s, the tremors of that quake affected JALT's membership and financial stability. Memberships began to dwindle and chapters suffered a reduction in budget. Gradually, Himeji too was faced with this problem for we realized that only a third of the enrolled members were actually attending meetings; others were simply unaware of what happened at our venues. It had become a matter of survival. Consequently, three years ago, the officers of the chapter decided to publish a newsletter in order to reach new members and keep established members informed of chapter activities.

The initial effort was modest: a four-page paper with basic information published four times a year and focusing mainly on chapter affairs as well as the contents of general presentations at meetings. However, since then, our four-page newsletter has evolved into sixteen pages and is distributed to teachers throughout Japan as well as educators working in Laos, Pakistan and so on. The paper now includes book reviews, interviews with teachers, useful websites and articles from teachers abroad. It has served our chapter well and given us an identity. Indeed, members often ask when the next issue will be forthcoming.

Interest in the newsletter has generated interest in the chapter itself and several new enthusiastic members in our chapter can be directly attributed to our newspaper. I have made it a habit, therefore, to distribute copies of our latest issue at international conferences, book fairs and chapter meetings. In addition, I leave copies at places frequented by the international English teaching community within our city, especially restaurants and pubs.

I see the newspaper, moreover, as serving several important functions. First, it advertises our chapter and its activities. Potential members with no previous knowledge of JALT become informed of chapter activities by means of the newsletter. Secondly, the newsletter is also a paper which brings English teachers into contact with one another. At the end of each article, the name, email address and profile of the contributing writer are included, leading to further contact.

Surprisingly, articles are easy to acquire and I have found that most of those who contribute do so willingly and with enthusiasm. Articles can be sent by email and are easily copied and pasted onto a Microsoft word layout. I often ask teachers to submit reviews of textbooks they may be using for the first time as well as ones recently published. I also solicit articles from English teachers in foreign countries inviting them to write about teaching situations abroad. I myself report on workshops and papers presented at international conferences. Furthermore, useful information can easily be acquired from newspapers and surfing the Net can lead to helpful educational websites of interest to English teachers.

As mentioned above, our chapter newsletter is now in its third year of publication. We have reached a point where the newsletter has integrated itself into the very identity and function of the chapter. However, as the paper develops, we also need to find a permanent home for it so that past issues can be stored and accessed. This presents another problem, for our chapter is currently searching for a home on the Internet in order to create an archive where past issues can be catalogued and recalled. For this to happen, it is expedient that someone with sufficient experience be willing to maintain a homepage and keep it up to date. If not, past issues of our newspaper will become obscured; future issues will have no permanence. Other factors involve funds needed to maintain such a site and a member with a sense of dedication and competency.

As with all endeavors, survival depends upon whether or not newcomers are willing to carry on where others leave off. If *Himeji JALT News* is to become a permanent fixture of the chapter, it is important that it become the work of a group rather than an individual. For a paper to continue publication, it requires editors, proofreaders, reporters, and those who can help with the printing, advertising, and distribution. For its survival, the newsletter needs dedicated individuals who can breathe new life and ideas into it.

Hopefully JALT Central may provide a free link for all chapters who publish a newsletter (or offer this service for a fee deducted from a chapter's budget). This would not only encourage chapters to begin newsletters of their own but also provide a permanent incentive for them to continue this valuable activity. JALT could initiate a new feature at the annual conferences—a special display for all chapters who publish a newspaper, an exhibition of these publications for all to consider seriously. This would be a further means of helping small chapters grow and all chapters to be informed of other chapters' activities.

My Share

edited by scott gardner

Describing the Dream Family

Christopher Glick, *University of Tokushima*

All of my first-year English lessons at the University of Tokushima are thematically arranged in an attempt to maintain a consistent context for each lesson. The second lesson revolves around families: It has a listening activity about my family, pronunciation practice with male and female names in a family tree, and practice describing (and guessing) the members of one's "dream family." The latter is an enjoyable pair activity in which students take turns describing and finally guessing each other's new and famous family members.

Using a handout (Fig. 1), you should have students follow as you read the directions. Then briefly sketch out an example dream family on the blackboard. Put your name in the center of the family tree and add new relatives with accompanying explanations, for example: Musashimaru (a sumo wrestler) as a brother who can protect you, Jodi Foster (an actress) as a sister who can lend you money easily, Matsuda Seiko (a singer) as a talented career woman and single mother, and Gorugo Saachiin (a secret agent in a Japanese comic) as a father with an exciting career. These examples give a range of possibilities for new family members—living, dead, real, fictional, Japanese, foreign. Since pets are often treated like family members, you might wish to draw in a pet as well, perhaps Pokemon. The students should be reminded that they can have any five additional family members they wish, be it three grandparents and two sisters, or five mothers, or whatever.

The students should then be told to make their own families, individually, and not to show their families to their partners. Usually it takes six to eight minutes for students to complete this step, although deciding who to add to the family can be remarkably taxing for some students. Pay attention to slow starters and prompt them with examples, perhaps Beethoven, Oda Nobunaga, Sanma (a TV *tarento*), or Norika (an actress/model).

Once the students' families are complete, write the key questions from the center of the handout on the blackboard and explain what information each question elicits. Explain that the students will take turns asking about, then guessing each other's family members and drawing their partners' family trees in Box #2 on the handout. The activity should be modeled with one of the keener students in the class. In my case, I erase one of my family members, draw in a blank and walk a student through the questions written on the board. For example:

Student: "Mr. Glick, how many sisters do you have?"
Instructor: "Just one, a younger sister."
S: "What does she do?"
I: "She is a junior high school or high school student, but sometimes she fights monsters and people who cause trouble."
S: "What does she look like?"
I: "She has very long blonde hair and big blue eyes. She usually wears a sailor suit uniform with a skirt that is probably too short. Her legs are very long."
S: "What does she like to do?"
I: "She likes enjoying her school life and friends, but she also likes fighting, because she's quite strong."
S: "Can you tell me anything else?"
I: "Sure. My sister sometimes carries a big weapon, like a samurai sword or something, and she is a cartoon character."
S: "Is your sister Sailor Moon?"
I: "That's right!"

You should explain the task—ask about and guess your partner's family members—once more, then have the students begin. While they are working through the activity, move around the classroom to help those who are having problems and remind the students that the person being asked should only give answers, not explain everything at one time: i.e., the students must ask numerous questions to guess the family members. Once the students no longer need assistance, you might wish to ask about any unfamiliar names in their family trees to learn about what kinds of people your students are interested in.

Allow the students 10-15 minutes for questions, then stop the activity. After asking them to show their families to each other, you might wish to run a brief survey of common family members. From personal experience, Doraemon (a cartoon robot cat) is quite popular as a pet, Ichiro (a baseball player) and Einstein as male relatives.

By having students create their own families with people they know well and like, the task becomes more relevant and interesting than if they were asking about, for example, the Japanese Imperial family or their instructor's own family. The students must use some vocabulary for occupations (typically *actor, actress, singer,* or *baseball/soccer player*) and family relations. They must also think about how to describe people in limited detail (you can be very helpful here by suggesting descriptions of greater depth than "She's beautiful" while observing various groups).

Figure 1. Guess who I'm related to!

Have you ever had a fight with a brother or sister? Have you ever wished someone in your family were rich or famous? Well, today is your chance to change everything, because you're going to build your dream family!

In box #1, write your name on the blank in the center. Then draw a family tree with the names of *five new famous family members:* living or not, real or fictional. You decide what your new family looks like; for example, maybe you have 5 sisters or maybe two brothers, a grandmother, a father, and a husband. If you want, you can include a pet.

#1

You: ___________

Questions you should ask about your partner's family members:

- How many family members/brothers/sisters/etc. do you have?
- Occupation: What does your brother do? *He's an engineer working for Toyota.*
- Appearance: What does your sister look like? *She's thin, blonde, and has long legs.*
- Interests: What does your wife like (to do)? *She likes to watch Tora-san's movies.*
- Can you tell me anything else?
- Last Question: Is your mother Matsuda Seiko?

#2

Quick Guide

Key Words: Describing People, Family Trees
Learner English Level: Low Intermediate and up
Learner Maturity Level: Junior High to Adult
Preparation Time: Only that for copying the handout and creating one's own "dream family"
Activity Time: Approximately 30 minutes

A Communicative Way to Teach Prepositions of Place

Rod Gottula, ***Yanagida Agricultural High School, Ishikawa***

Teaching at an agricultural high school can be a tough job. Most of the students don't need English for their future careers, and motivating them to learn English is a constant challenge. However, I have found that the following lesson plan proves both enjoyable and appropriate for my students' abilities.

This lesson was designed to review prepositions of place with my first-year high school students. It is a communicative, task-based method that helps to strengthen the students' use of prepositions of place while incorporating important "everyday" vocabulary to do so.

The following materials are needed: several sets of markers, crayons, or colored pencils, two pieces of paper for each student, and handouts containing drawings that illustrate the prepositions of place you wish to teach, for example, a row of boxes with an "X" on the box, in the box, etc.

Begin the class by distributing the handout containing the visual representations of prepositions of place. Give students a minute or two to look over the handout. Then orally review the prepositions of place with the students. I like to stand on a chair and say, "I am on the chair"; lift the chair above my head and say, "I am under the chair"; and so on. This seems to get their attention. This part of the lesson takes about ten minutes.

Next, give students a piece of paper and tell them to draw a picture including ten of the following items, which you can write on the blackboard: a cloud, snow, rain, a rice field, a sun, a tree, a car, a bicycle, a house, a window, a door, a river, a mountain, a man, a woman, a boy, a girl, a dog, a cat, or a road. Students must use at least six of the eight major colors (red, orange, blue, yellow, brown, black, green, and purple) while drawing their pictures. Be sure to tell your students that this isn't an art class—stick figures will suffice—or they will spend the entire class drawing! Ten minutes should be enough time to draw the first picture—I find that using an egg timer keeps the students on task, as they can look up and see how much time they have left to finish.

After each student has drawn a picture, including at least ten different items in six different colors, the students are paired and told to sit back-to-back. Then, using English only, student A must describe her picture to student B, while student B tries to draw the picture that student A is describing. When this is done, the students switch roles and student B describes his picture to Student A. About 20 to 30 minutes should be allowed for this part of the lesson, depending on your students' level of English. In order to help students avoid the use of Japanese, you can write the following sentence pattern on the blackboard: "There is _____ (preposition of place) _____." For example, "There is a cloud (above) the house." This seems to help them out quite a bit, since they have access to both grammatical structure and the names of the objects written on the blackboard.

Students of mine who have participated in this activity are often pleased that they are able to draw pictures that are relatively similar to the original drawing described to them. For example, if a car was between a tree and a house in the original picture, it was also between a tree and a house in the reconstructed version, although sizes and shapes of the objects varied to a certain degree.

I am also pleased when I hear English being used by everyone in an effort to complete the task. Furthermore, I give my students evaluation forms at the end of the class, and in previous classes the majority of students have indicated that they found the activity enjoyable, useful, and not too difficult for their ability. Finally, I am happy that I was able to develop an enjoyable close-ended task that required both oral output and aural comprehension by all of the parties involved. I hope that this activity enables you to enjoy the same results with your class.

Quick Guide
Key Words: Vocabulary, Prepositions of Place
Learner English Level: All
Learner Maturity Level: Junior High to Adult
Preparation Time: Very little
Activity Time: 40-60 minutes

Utilizing English/Japanese Cards for Vocabulary Acquisition

Therese Suzuki, ***Tokyo Denki University***

Building a large vocabulary is essential when learning a second language. To help my students do this I have developed four card games that never fail to engage and motivate them. Students are responsible for making their own cards, although the first time you try these activities you may wish to prepare the cards yourself. They can be used to teach any kind of vocabulary, or they can be prepared in sentence form from reading passages in order to introduce words and their meanings in context. I introduce these activities when teaching adjectives that describe strengths and weaknesses of personality. After students have played the games and are familiar with the meanings of the words, I have them list their own strengths and weaknesses. Then they are asked to expand on their answers by giving examples. Before long the students can talk about themselves and write an essay describing themselves.

Preparation

1. Students take a pretest to find out what they need to learn. The Japanese meaning for the English word is supplied. The students must supply the appropriate English word. At first the students may feel that this is a test. But I explain that this assignment's purpose is to determine what they already know and that no score will be taken. Students write, "I have a chance to learn _____ new words" at the bottom of the page.

2. The students then copy the correct words onto their sheets. This gives the teacher a chance to adjust

"Wow, that was such a great lesson, I really want others to try it!"

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the number of new words the students should work on with a partner. For example, if the student needs to learn ten new words, he or she begins by practicing only five new words. Each student finds a partner to practice with, and the partner increases the number of words to six, seven, eight, and so on until all words are mastered. This way the student meets with success through incremental, mastery learning.

3. Using the corrected pretest sheet, students now take a set of blank cards and write a Japanese word on one side of each card and its English equivalent on the other side. These cards are then utilized for vocabulary acquisition.

The Activities

Matching: For pairs. One student places his/her cards English side up. The other student places his/her cards Japanese side up. The first student reads the Japanese on the card and the other student tries to match it with the English equivalent. The student says the English word and self-checks the back of the card to verify his/her choice. If the cards match, they are turned over. If not, the student tries again. When all the cards have been matched and turned over the students switch roles. Students continue until the words are mastered or the designated time is over.

Antonyms: After the students have practiced matching the English and Japanese cards, have them match the cards with their opposites. The instructor can easily monitor the students' comprehension.

Concentration or Memory: This activity is ideal for larger groups of five to seven or can be played by one student as solitaire. Use two sets of cards and spread them out on a table—one set with the English words face up and one with the Japanese words face up. Mix them up and cover each card with a blank card so that the word does not show. A student uncovers two cards, each time pronouncing the words. If the cards match in meaning, the student takes them and has another turn. If the cards do not match, the next student gets a turn. When all the cards have been matched the student with the most matches wins.

Slap A Card: Ideal for larger groups of four to eight. Two sets of cards are required. Lay one set out on a table English side up. Give the other set of cards to a student who will read the Japanese. (This role is ideal for students who have been absent.) When the student reads the Japanese card, the students around the table must slap the corresponding English card. If the choice is correct the student takes the card. If the student is wrong he must give up a card to another player. Which player receives a forfeited card is determined by the students playing "Rock, Paper, Scissors." Students can actually end up in negative numbers so they must be careful as well as quick. When all the cards have been acquired the students tally their results to see who wins. A variation on this is to place the cards on the table Japanese side up and cover with playing cards. The student then reads the English and the students must find the Japanese.

Why They Work

These activities work for several reasons. First, students can use a translation-equivalents approach to vocabulary learning that doesn't overwhelm them. They are also motivated by the game quality of these activities. The students create the flash cards themselves and see marked proof of their development.

Quick Guide
Key Words: Vocabulary, Translation Equivalents
Learner English Level: All levels
Learner Maturity Level: Junior High to Adult
Preparation Time: 20-40 minutes (if instructor makes the cards—first time only)
Activity Time: 30-60 minutes

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Book Reviews

edited by katherine isbell and oda masaki

The following three texts are part of the Professional Development Collection edited by Anne Burns for the National Centre for English Language Teaching and Research at Macquarie University in Sydney, Australia. Each slim volume attempts to summarize recent research findings culled mainly from the field of Australian adult ESL and provide suggestions as to how teachers might implement or examine the issues in their own classroom. Each book is organized in the same way: on the left-hand pages are quotations from various published journal articles and books, and on the right-hand pages are practical examples, ideas, and suggestions for the classroom. Each book concludes with a list of the cited references and a short suggested reading list.

Monitoring Learner Progress. Kristine Brown. Sydney, Australia: Macquarie University, 1999. pp. 39. AUD $14.95. ISBN: 1-86508-495-2.

Monitoring Learner Progress is a succinct volume on some of the theory and practice of assessing learner achievement in language classes. It serves as a good start for those interested in non-test-based assessment and would be an ideal basis for an in-service workshop on classroom assessment. There are five chapters: recording informal observations, keeping portfolios, determining assessment criteria, monitoring non-language outcomes, and self-assessment.

Monitoring Learner Progress is somewhat weak on the left-hand side of the book. Most of the quotations are just snippets of published articles and books, and they left me wanting to know more. Unfortunately, many of the quotations are from what appear to be obscure journals and other NCELTR publications, which many readers in Japan might find difficult to obtain.

The best and most practical parts of the book are the suggestions for the classroom and practical examples. Though some are basic and simplistic, there are several easy-to-adapt charts, rating scales, and observation sheets that could be used in a variety of contexts in Japan. Since the focus is on emerging areas of classroom assessment such as portfolios, peer assessment, and non-learning outcomes, many teachers who are looking for some alternatives to the traditional pencil-and paper-type testing would find this book a good starting point.

Reviewed by Brian Asbjornson
Chuo University

Teaching Disparate Learner Groups. Kristine Brown. Sydney, Australia: Macquarie University, 1999. pp. 36. AUD $14.95. ISBN: 1-86408-493-6.

Teaching Disparate Learner Groups is an excellent resource for those who face the challenge of teaching widely variant levels of learners. Both experienced and inexperienced teachers will benefit from the excellent presentation of research findings. While a number of the findings may seem obvious, there are also some interesting, counterintuitive findings. For example, one class survey showed that students did not mind mixed levels since they could learn from and help each other. This is a good reminder not to assume we know how learners feel and not to project our frustrations with varied levels onto the class.

Since the research was done in Australia, the cultural differences ESL teachers face among learners there was fascinating but difficult to relate to teaching in Japan. Nevertheless, cultural factors compose only part of the first chapter, which also includes discussions on social and affective factors—highly relevant in any teaching situation. The remaining six chapters cover learners' perceptions and beliefs, course designing and planning, methodology, materials and activities, classroom management and grouping, and collaborative teaching. The book contains numerous practical suggestions for the classroom like regularly rearranging the seating, having students make portfolios of their writing, and designing a way for students to check their own homework.

What really makes *Teaching Disparate Learner Groups* highly recommendable is that the research findings and classroom suggestions are presented in an accessible, succinct style, making the book an excellent reference. In addition, this book is a superb model for publishing action research findings in a way that teachers on the front lines can benefit from immediately.

Reviewed by Scott Bronner
Waseda University, Tokyo

Developing Critical literacy. Kristine Brown. Sydney, Australia: Macquarie University, 1999. pp. 40. AUD $14.95. ISBN: 1-86408-494-4.

Critical literacy is a complex concept that is both an ideology and a pedagogy. *Developing Critical Literacy* attempts to define critical literacy and provide strategies for teaching it in the setting of the language classroom. Critical literacy is grounded in the idea that no text is neutral, and even the most benign texts can reflect values and relations of power. Reading critically requires the readers to go beyond decoding a text for surface-level comprehension, and critical literacy activities aim to engage the readers in such a way that they begin to question a text and their reaction to that text.

Did I gain this understanding of critical literacy from reading *Developing Critical Literacy*? Not really. The goal of a short, practical book that draws "together research, theory and practice" (back cover), although worthwhile, may in fact hinder the reader's comprehension of such an intricate subject. While the book covers many questions educators would have about critical literacy, for example, is it possible to teach critical literacy to low-level students or how can critical literacy be introduced into the classroom, it does so very, very succinctly. It is hard to determine who this book is for because a reader with little knowledge of critical literacy might be left with more questions unanswered than answered, and a reader wishing for a deeper understanding of critical literacy might be left unsatisfied.

In the forward, Brown admits that many of the examples are drawn from previous published works, and I recommend that teachers serious about incorporating critical literacy go directly to the source material, *Teachers' Voices 3*, for a better introduction to this fascinating issue.

Reviewed by Katharine Isbell
Miyazaki International College

Reference

Burn, A., & Hood, S. (Eds.). (1998). *Teachers' voices 3: Teaching critical literacy*. Sydney: NCELTR.

Beginning to Write. Arthur Brookes and Peter Grundy. Cambridge: Cambridge University Press, 1998. pp. 192. ¥4180. ISBN: 0-521-58979-7.

Beginning to Write is an addition to Cambridge Handbooks for Language Teachers, a series now numbering twenty-eight titles. Although there are many writing coursebooks published, there are fewer of this type of teacher's book, which combines an introduction to teaching writing with a wide range of activities to be used in classes.

This book, which will be of greatest interest to newer, less-experienced teachers, provides a concise 21-page introduction which attunes readers to the nature of writing with the emphasis on the idea of writing as a process-driven activity and on the teacher as facilitator and fellow writer. The authors state in the introduction that general coursebooks both fail to cover writing skills adequately and to guide students in writing as a process (p.11), and they dedicate the remainder of the book to a very comprehensive collection of ideas for teachers to use to supplement such coursebooks. There are no less than 103 activities in the eight units and the text concludes with an index which categorises the activities under five headings (examples in brackets): writing type (journals), topic (hobbies), working mode (reconstructing), mechanicals (punctuation), and lesson outcomes (wall display).

While there is a linear progression from the first unit where activities are based on creative copying to the final unit on assessment, the often non-linear nature of the writing process itself is stressed. One unit takes the form of a complete writing project, where success at each stage is necessary for progression, but other units work as a resource book, offering the teacher the choice to pick activities based on appeal and relevance. A unit on computers and writing provides activities reflecting the possibilities offered by computers, an example being Guest authors—imitating a style on page 111, where students move computers and hijack a text in progress. Based on word-processing and email rather than webpage or software creation, the authors also show that some of these activities can be used where computers are not available.

Throughout *Beginning to Write*, the authors' instructions for activities are very straightforward and methodical, again presuming a less experienced readership, with each activity helpfully graded from level 1 (beginner) to level 10 (higher intermediate). However, while adaptations from well-known ideas are acknowledged, topics suggested for some activities lack originality, and the authors are inclined to refer to the teaching environment found in an English-speaking country. In addition, some readers may wish that a greater amount of source material had been provided to use for the activities. These criticisms aside, this book will prove a useful resource for those newer to the teaching of writing, in particular on courses where writing is only one element.

Reviewed by Anthony Robins
Nagoya Institute of Technology

JALT News

edited by amy e. hawley

This month's column offers a variety of newsworthy topics courtesy of Mark Zeid, Gene van Troyer, and Ishida Tadashi. I am happy to be able to present a variety of topics for this month's column and hope that people continue to send in such interesting things. Chapters, SIGs, anyone out there in JALT, please send me any tiny bit of news you might have. It really helps the column and strengthens the sharing of ideas among JALT members. Please read on and enjoy this month's contributions.

今月のこのコラムでは、Mark Zeid、Géne van Troyer、石田正のおかげで、様々な重要な話題を提供することができました。このような様々な話題を今月お送りすることができ、うれしく思うと共に、皆さんからもこのようなニュースが送られてくることを期待しています。支部、分野別研究会、JALT外の方も、小さなニュースでかまいませんので、ぜひ、私のところへお送りください。それらのニュースはコラムを活気づけ、JALT会員が共に考えを共有することを可能とします。では、今月のコラムをお楽しみください。

Hiroshima Chapter Receives Recognition for Helping Out in Kosovo

submitted by Mark Zeid

The Hiroshima Chapter of JALT received special recognition from the U.S. Army Command in Kosovo. Members of the chapter collected clothes and school supplies, then shipped them to the army command in Kosovo via mail. The chapter collected more than 250 kilograms of clothes and raised more than ¥180,000 needed for postal costs. The clothes and school supplies went to the army's Operation Joint Guardian, a humanitarian project by U.S. Forces designed to reopen the schools in war-torn areas. Hiroshima JALT became involved when Mark Zeid, a local member, asked others to help him send clothing and school supplies after he was contacted by someone he knew serving with the U.S. Forces in Kosovo. Several of the teachers in the area used the project as a way to get their students more involved in world affairs.

"The support was overwhelming," stated Zeid. "The project gave us a chance to do something to make the world a better place. It wasn't much, but at least we know we made some kind of effort to help."

As a result of their efforts, the chapter received a special certificate of appreciation from the U.S. Army Command. The certificate read "For outstanding support of the Task Force Falcon and Operation Joint Guardian mission in Kosovo. Your compassionate, humanitarian gifts of school supplies and clothing for the school children of Kosovo are highly commended."

広島支部 コソボ援助による表彰

JALT広島支部はコソボ米軍司令部より特別表彰を受けました。支部会員は衣類と学用品を集め、コソボ米軍司令部へ援助物資として送りました。支部では250キロ以上の衣類と18万円にも上る送料を集めました。衣類と学用品は作戦本部とヒューマニタリアン・プロジェクトに送られました。軍は戦争で破壊された地域の学校の再開を計画しています。Mark Zeidは、衣類と学用品を送る手伝いを他の人にお願いした時、困惑を感じていましたが、何人かの教師が学習者を国際関係に目を向けさせるプロジェクトを行い、協力を得ました。

Zeidは次のように述べています。「援助は圧倒的なものでした。このプロジェクトは世界をよりよい方向へ向けていくために何かする機会を我々に与えてくれました。十分ではないが、何かをなしえるということを知りました」

(Mark Zeid)

Michael Gilmore Passes Away

submitted by Mark Zeid

It is our sad duty to inform our members that Michael Gilmore, former President of the Okayama Chapter of JALT, passed away as the result of a heart attack in June at his home in Washington state. He is survived by his wife, Fukuko, and his two children, Aliya and Ryan. Many of us will remember Michael for his work with the National Executive Committee and JALT97. Our condolences to his family.

訃報　Michael Gilmore

前JALT沖縄支部長のMichael Gilmoreが、妻子を残し、ワシントン州の彼の自宅で心臓発作のためお亡くなりになりました。全国選出役員として、そしてJALT97での彼の業績を忘れることはできないでしょう。心からお悔やみ申し上げます。

JALT Participates in Pan Asia Journal

submitted by Gene van Troyer

First, a little background is in order. What is *PAC Journal*? In 1997 three Asian-based language teaching organizations—JALT, ThaiTESOL and KoreaTESOL—launched the Pan Asia Conference Series, the first of which was held in Bangkok and the second in Seoul, Korea in 1999, hosted by KoreaTESOL. The conference series was started in an effort to bring together language teachers from the various regions of Asia, to give them an opportunity to discuss the similarities and differences that exist in their various teaching contexts and, as an extension, to encourage and foster collaborative research efforts. After four years of steady encouragement and mutual exchange, this collaborative effort has begun to bear fruit in the form of joint presentations and articles that have only recently begun to find their way into print in various of our PAC partner's journals. *PAC Journal* is a natural outgrowth of this inter-organizational cooperation, a forum where we hope the results of our collaborative discussions, research projects and jointly authored papers will have a natural forum that cuts across national and cultural boundaries. The editorial crew is genuinely international in composition. Our inaugural issue is edited by Thomas Farrell, who is based in Singapore. Our other four "Country" editors are: Gene van Troyer, Japan; Nick Dimmitt, Thailand; Joo-Kyung Park, Korea; and Nathan Jones, Taiwan.

What does PAC mean? So far the editors have not arrived at a concrete definition, but seem to be gravitating towards "Pan Asia Consortium of Language Teaching Organizations." At this stage it is an informal or ad hoc cooperative based solely on the existing partnership agreements forged between the four organizations. There is, however, movement afoot to formalize an umbrella organization whose primary focus is on the Asian context.

The inaugural issue of *PAC Journal* will focus on Action Research. Since the journal is a joint project, each of the four organizations is being asked to provide 3 to 4 articles on this topic. This means that as the Japan editor, Gene van Troyer will be soliciting articles on this subject, and van Troyer stressed that the action research projects should be specifically focused on action research in the Japanese teaching context. "I would be especially interested in collaboratively produced articles," van Troyer noted. "By that I mean an article written by a Japan-based teacher and a teacher in another Asian country." The tentative deadline for submission of articles is December 15, 2000. A formal Call for Papers has been posted to JALT's main website at <http://www.jalt.org/>.

PAC Journal（環アジアジャーナル）への参加

まず、はじめに簡単な背景の紹介をしたいと思います。PAC Journal（環アジアジャーナル）とは何でしょうか。1997年、JALT、タイTESOL、韓国TESOLというアジアの三つの語学教師組織は、環アジアコンファレンス・シリーズを立ち上げ、第一回はバンコック、第二回は韓国TESOLのホストにより1999年に韓国のソウルで開催されました。コンファレンス・シリーズは、類似点と差異を併せ持つ教育現場で教えるアジアの様々な地域の語学教師が、議論し、協力しながら研究を進めていける機会を作ろうと目的で始められました。4年の時を経て、堅実な努力と交流の結果、PACのパートナーと共に、ジャーナルを発行する、という成果を得ました。

PAC Journalは組織間の協調の結果、自然と生まれたものです。共同的な議論、研究プロジェクト、共同執筆の結果生み出されるフォーラムは、自然と国や文化の境界を越えたものとなるでしょう。編集者も非常に国際的なメンバーです。創刊号はシンガポールを拠点として活躍するThomas Farrellが編集を担当し、Gene van Troyer（日本）、Nick Dimmitt（タイ）、Joo-Kyung Park（韓国）、Nathan Jones（台湾）の4人の国別編集者が協力します。

PACが意味するものは何でしょうか。これまで編集者の間では確固とした定義はなされていませんが、「環アジア語学教師組織の協会」へ向かっていると言えるのではないでしょうか。現時点では、4つの組織のパートナーシップに基づいた協力関係と考えたほうがいいでしょう。しかしながら、アジアに視点をおいた組織作りへ向かって進んでいることは事実です。

PAC Journalはアクション・リサーチに焦点を当てる予定です。今回はジョイント・プロジェクトであるので、それぞれの4つの組織は、3～4の記事を提供することを求められるでしょう。したがって、日本での編集者であるGene van Troyerは、これに関した記事を求めています。そして、アクションリサーチのプロジェクトが日本の教育状況に焦点を当てたものであることを希望しています。

van Troyerは「特に共同研究に意味があります。つまり、日本に基盤を置く教師とその他のアジア諸国の教師とが共同で執筆することを望んでいます」と述べています。

暫定的な原稿締切は、2000年12月15日です。正式なお知らせは<http://www.jalt.org/>にてお知らせいたします。 (Gene van Troyer)

JALT Bylaw Changes

submitted by Ishida Tadashi

The following are Bylaw changes that were passed at the January 2000 Executive Board Meeting which do NOT appear in the *JALT 2000 Information & Directory Supplement* so please read through them carefully. They may not seem important now, but they could become quite important in the future.

10.1 In the event Directors and Auditors cannot be elected by ballot of the general membership in the National Election, they shall be elected by ballot of the general membership attending the annual conference and approved by the General Meeting.

10.3 In the event of 10.1 above, the ballots shall be collected by two hours before the General Meeting. The NEC shall count the ballots and report the results to the General Meeting.

全国語学教育学会定款細則改訂

細則が改訂となりました。現時点ではそれほど重要ではないと感じられるかもしれませんが、将来重要なものとなります。注意深くお読みください。

10.1　理事及び監事を全国選挙で正会員の投票によって選出できない場合は、年次国際大会に出席している正会員の投票によって選出し、総会において承認するものとする。

10.3 上記10.1において、投票用紙は総会開始時の2時間前までに集められ、選挙管理委員会が投票用紙の集計を行い、その結果を総会に報告するものとする。

(石田　正)

TOWARDS THE NEW MILLENNIUM
新千年紀に向かって
JALT 2000
Granship, Shizuoka
グランシップ, 静岡
November 2~5, 2000
11月2～5日2000年

JALT2000 Conference News

edited by
l. dennis woolbright

JALT2000 Shizuoka

Mt. Fuji, Street Performers,
Irish Bands, Food, and More!

November brings with it cool, clean, clear air to the Shizuoka area and a promise that your first glimpse of Shizuoka could include a majestic view of Mt. Fuji and the picturesque Japan Southern Alps, a spectacular backdrop for JALT2000, with a perfect view from the international conference room of Granship, the conference site.

JALT2000 will also coincide with the Shizuoka Daidogei World Cup, a street performer's festival (The International Busker's Festival) which will feature hundreds of professional as well as amateur street performers in all shapes and sizes performing all kinds of crazy and entertaining acts. This huge show takes place on street corners and in the parks of Shizuoka city, and is absolutely free! This, along with the conference's own Irish music, promises to make this one of the most festive JALT conferences ever.

As if that weren't enough, Shizuoka City is blessed with many traditional arts and crafts that date back to the 16th century. Some examples are the Suruga bamboo works, *hina* dolls, and *hina* accessories. Also due to the temperate climate and ample water supply, tea, mandarin oranges, strawberries, and delicious seafood are abundant. But as Shizuoka resident Amy Hawley says, "Shizuoka's greatest asset is its warm and hospitable citizens, as can be seen by the wonderful cooperation JALT has received from the people at Granship, the Shizuoka Convention Bureau, the City Hall, and Prefectural Government."

JALT2000 on the Granship is a cruise worth taking! See you there!

SIG Focus

edited by aleda Krause

The SIG Focus column offers a chance for a closer look at one of JALT's Special Interest Groups. Each month we publish an introduction to a SIG and some samples from its publications. Readers please note that the sample articles come directly from the SIG's publications and reflect the concerns of its members, not necessarily those of The Language Teacher.

The PALE SIG

by Dave Aldwinckle

Hello JALT. You might have heard of us before as "that labor-activist SIG" or some such, but we at PALE would like to tell you more about what we do and what we seek to accomplish.

PALE stands for "Professionalism, Administration and Leadership in Education," and thus we as a group are concerned with working conditions, legal issues, ethics, and research affecting language education. We also document specific cases with long-term effects on the treatment of non-Japanese educators, particularly within the Japanese university system. Moreover, PALE is of a decidedly non-pedagogical bent—for without a secure working situation, there is little room for pedagogy and publication to flourish.

We hope to see more of you readers joining us as PALE Members. We may come off as a bunch of labor-union activists, but we do believe we can provide you with information that will help you lead a better life in Japan as an educator, particularly given the emerging currents within Japan's education system.

*Publication: *PALE SIG Journal of Professional Issues*

*Approximate Publication Dates: Minimum twice a year on paper, with a third web-based version should budgeting become prohibitive. Deadlines for submission are not fixed given the ebb and flow of submissions and the busyness of the editor. Inquire.

*Aims of Publication: To record and catalog cases of academic and professional issues which are either definitive of systemic problems within the Japanese education system, or are progressive steps towards amelioration or resolution. To propose goals and strategies for fostering better lives for educators in more rewarding professional positions. To attempt to show leadership in the academic world not merely in terms of pedagogy but also in quality of life, academic freedom, and job security.

•Type of Articles Sought/Published: Articles on labor issues (such as previous or emerging permutations of the *ninkisei* term-limitation system as it envelops all educators in Japan), professionalism (what should we as educators or administrators aim towards for ourselves or propose to the educational system?), cautionary cases of abuses of authority, and lessons to be learned when taking actions to avoid or prevent them in future. Moreover, we at PALE are not averse to humor, poetry, or other submissions that may not be considered "proper" for more limited-view publications. We do, however, require the author to take full personal responsibility for the accuracy of data, claims, and charges made within the submission.

•Contact & Submission Details: Editor: Dave Aldwinckle; <davald@voicenet.co.jp>; URL of mission statement and back issues from 1998: <www.voicenet.co.jp/~davald/PALEJournals.html>

Excerpts of Past PALE Journal *Publications*

The following may not necessarily be the best articles that have appeared in our pages (those are too long or too rooted in context to be included here), but are nevertheless indicative of the flavor of the *Journal*. The first excerpt is an introduction from the previous *PALE Journal*'s lead article. The second is a conclusion to a *Journal* last year which exclusively featured the Kumamoto Kendai Case.

New Developments to be Advised on: The Dokuritsu Gyousei Houjinka Reforms: Ramifications and Opportunities

Bern Mulvey
Associate Professor, Fukui University
(Excerpted from *PALE Journal* Spring 2000)

This past summer, the Japanese government made public the specific details (and proposed timetable) of its plans to reform the National University (*Kokuritsu Daigaku*) system. Referred to in Japanese as "*Dokuritsu Gyousei Houjinka*" (独立行政法人化—literally "Autonomous Administrative Managementizing") and/or "*Dokuritsu Gyousei Houjin Tsuuzoku Hou*," these reforms would result in sweeping changes to the way National Universities are organized and administered. Indeed, if fully implemented, these proposals would effectively end the privileged status of these institutions, placing them under the care of overseers with broad powers—including the ability to cut funding to wayward schools and/or remove ineffective teachers.

As is perhaps to have been expected, the government's proposals have sparked strong negative reactions from faculty and administrators throughout Japan. Over one hundred anti-reform webpages have sprung up on the Internet, while protests of the more traditional variety have occurred (according to documents distributed at the *Zengaku Setsumeikai* held at Phoenix Plaza in Fukui on October 22) at every National University in this country. Furthermore, while the manner and virulency of this opposition varies by institution, it is becoming increasingly apparent that these protests are neither isolated incidents nor aberrations; on the contrary, and in fascinating contrast to the commonly-held conception that Japanese seek to avoid confrontation at all cost, it is clear that many National University faculty members and administrators have joined together into an increasingly organized protest movement, the goals, strategies, and actions of which are becoming more confrontational.

The issues involved in this debate will have a direct impact on all teachers, foreign and Japanese, working at National Universities in Japan. This paper provides a summary in English of the proposed reforms and examines the reasons behind the opposition of many Japanese National University employees to their implementation. It also analyzes the methods of protest being employed in an attempt to gain a better understanding of the endlessly-promulgated but never defined "Japanese method of doing things"—the alleged ignorance of which having long been a lightning rod for criticism of PALE SIG activism.

What the Kumamoto Kendai Case Means as a Precedent

David C. Aldwinckle
(*PALE Journal* April 1999)

I am explicitly forbidden by the terms of the [Kumamoto Labor Board] Settlement to proclaim what happened as "a victory for the plaintiffs." However, a comparison with some other university labor cases will make my sentiments clear. All of the following cases are summarized on the Blacklist of Japanese Universities at <www.voicenet.co.jp/~davald/blacklist.html>, and linked to more informative sites elsewhere (including back issues of the *PALE Journal*). To save you a trip to the computer, here is what happened in a nutshell, and why things did not turn out in favor of the plaintiff:

Niigata University Case (National) (1992-96)
Plaintiff: *Gaikokujin Kyoushi* Sharon Vaipae
Crux of the Case: Vaipae fired through contract non-renewal despite oral promises of perpetual job.
Method of Protest: Lobbied for reinstatement through university union, community, lawyers, and university colleagues.
What Went Wrong: No firm support base within university (foreigners viewed as temporary and

expendable by fellow educators, even within own department), exhausting perpetual negotiations, and bad timing: Vaipae victim of Monbusho-instituted National University Great Gaijin Massacre of 1992-94.

Lesson to be Learned: Don't rely on support from university union or fellow educators. Japanese educators will close ranks when pressured from above.

Asahikawa University Case (Private) (1996-)

Plaintiff: *Gaikokujin Kyoushi* Gwendolyn Gallagher

Crux of the Case: Gallagher fired without reason, illegal under private-sector labor laws.

Methods of Protest: Grass-roots community and legal support, newsletter publicity campaign and high-profile press coverage, injunction from legal system.

What Went Wrong: Injunction granted, but intransigent dean defied court order of reinstatement, fired Gallagher again, and put the case back to square one.

Lesson to be Learned: Still undecided as new court decision still pending and will be for some time. Dreadful legal precedent: Courts do not have the apparatus to enforce their own rulings, calling into question the efficacy of the Rule of Law in Japan.

University of the Ryukyus Case (National) (1997-98)

Plaintiff: *Gaikokujin Kyoushi* Timothy J. Korst

Crux of the Case: Korst fired through contract nonrenewal for personal, not professional, reasons (boss didn't like him).

Methods of Protest: Appeals to the local government foreigner-protection ombudsmen, own union formation, involvement in *shuntou* marches. Sought injunction in regional court on basis of unfair dismissal.

What Went Wrong: Ombudsmen ineffectual. Injunction denied. Exhausted Korst decided not to appeal.

Lesson to be Learned: Government ombudsman notwithstanding, bureaucrats close ranks and will not criticize each other. Dreadful legal precedent: Irresponsible judge found that Korst's job status was neither public nor private, and thus laws protecting employment rights were unclear in applicability to foreigners. Moreover, court opinion was that as Korst had signed a contract, he was complicit in limiting his own job duration; in sum, do not sign a contract or you acknowledge your "firability."

Prefectural University of Kumamoto Case (Public) (1985-)

Plaintiffs: *Tokubetsu Shokutaku Hijoukin Gaikokujin/go Kyoushi* Cynthia L. Worthington, Farrell D. Cleary, and Sandra Mitchell.

Crux of the Case: Egregiously discriminatory hiring and firing practices for over a decade, deception of both employees (part-time job status in practice despite full-time status in documentation), deception of Ministry of Education (to receive ministry approval for advancement from women's college to prefectural university), illegal activities including nonpayment of unemployment insurance and refusal to negotiate with a union.

Methods of Protest: Union formation with several plaintiffs and a working team of professional Japanese unionists and legal scholars, constant cultivation and maintenance of grassroots community support, a high-profile publicity campaign with press conferences, speaking tours, concerts, petitions, and articles in the local and international media, a bilingual internet information site, positive press coverage, a strike on university grounds, access to their documentation on file in Tokyo through the prefecture's Freedom of Information Act, a visit to Monbusho, arbitration through Regional Labor Commission.

What Went Right: Plaintiffs sought and maintained their own support networks instead of waiting for them to appear. Settlement was reached in end-March, 1999, and all three of the above were rehired (albeit two are still under ambiguous job status for at least one year).

Lesson to be Learned: If possible, union with more than one plaintiff, constant professional advice and involvement, and exposing the public to the facts of the case are all crucial. Public appeals within a tight-knit community bring in the forces of shame. This case is a healthy precedent reinforcing a union's legal right to exist and be talked to, and a deterrent to other universities (Toyama University has recently decided to tenure two non-Japanese educators instead of dealing with PUK-esque turmoil) considering discriminating against people on the basis of nationality.

In sum, we are getting better at this, and nobody has yet done it as well as the Kumamoto people. Keep reading the *PALE Journal* as we catalog future cases and build up a database for all to reference.

SIG News

edited by robert long

Interested in learning more about your SIG? Please feel free to contact the coordinators listed after this column.

Other Language Educators: OLE has put out its NL 17. It contains all available information on OLE-related events at JALT2000, especially information usually not available to the public such as full abstracts (not just the summaries that go into the handbook). Readers can learn about Kasper's presentations, the Goethe Institute German workshop, the embassies symposium, the annual French and German workshops and the SIG forum. In addition, there is information on individual presentations and the Annual General Meeting, plus all presenters' contact addresses. Since the contents are valid right up until the events themselves, those interested should contact the coordinator for a copy.

Cross Culture: The XC SIG is now recognized by JALT as a forming SIG. We are looking for new members. If you are interested in intercultural relations, and culture, please contact David Brooks.

CALL: The CALL SIG is looking for CALL users to present at our forum for JALT2000, November 2-5. The forum will run on a software fair and poster session model with people showing and/or explaining their favorite software or projects. Presenters will need to bring their own laptops to show software. For more information visit <http://jaltcall.org/conferences/jalt2000> or email <elin@gol.com>. The deadline for presenters is October 5th.

SIG Contact Information

edited by robert long

Bilingualism—Peter Gray, t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); <elin@gol.com>; website <www.jaltcall.org/>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>; website <www.wild-e.org/cue/oncue_archive/preva.hmtl>

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>; website <www.aasa.ac.jp/~dcdycus/>

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <www2.gol.com/users/ath/gale/newsletter.htm>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/index.html>

Japanese as a Second Language—Stacey Tarvin Isomura; <stacey@gol.com>

Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); <barrym@gol.com>; website <www.aasa.ac.jp/~dcdycus/>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>; website <www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/LLE/indexE.html>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www2.gol.com/users/bobkeim/mw/mwcontents.html>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); <reinelt@ll.ehime-u.ac.jp>

Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w); <haig@nagoya-wu.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Teacher Education—Lois Scott-Conley; <lois.scott-conley@sit.edu>; website <members.xoom.com/jalt_teach/>

Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; <aleda@gol.com>

Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); <lyoffe@edu.gunma-u.ac.jp>; website <www.geocities.com/~newfields/test/index.html>

Video—Daniel Walsh; t: 0722-99-5127(h); <walsh@hagoromo.ac.jp>; website <members.tripod.com/~jalt_video/>

Forming SIGs

Pragmatics—Yuri Kite; <ykite@gol.com>; Eton Churchill; <PXQ00514@nifty.ne.jp>; Sayoko Yamashita; t/f: 03-5803-5908(w); <yama@cmn.tmd.ac.jp>

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

Cross Culture—David Brooks; t: 042-778-8052(w); f: 042-778-9233; <dbrooks@tkb.att.ne.jp>

Chapter Reports

edited by diane pelyk

Hiroshima: April 2000—*Teaching Children* by Douglas Corin and Kageyama Mieko. The presenters demonstrated the Letterland Phonics System, which they use to teach English to Japanese children. Although this system was originally designed in England to teach the alphabet, reading, and writing to native English-speaking children, Corin and Kageyama have successfully used it in Japan. The presenters are also in the process of adapting and creating additional materials for Japanese teachers and parents to use with children. The Letterland System uses human and animal characters combined with each of the letters and letter combinations of the alphabet. The letters and their corresponding characters are accompanied by imaginative stories that enhance a child's letter association and memory. The teaching guide to the Letterland System provides the teacher with a fable-like story to explain all the facts of a letter's shape, orientation, and sound. It is a child-friendly, multisensory way to teach children to read, write, and spell. Corin and Kameyama also used cards and stories to involve the audience in a few games and actions. Besides demonstrating a selection of their creative materials, the presenters showed a video with lovely groups of children using the Letterland System. Using this teaching method, children as young as three years old can recognize letters and link letter sounds to their shapes. Judging from the comments by parents in the audience who have used this system, the materials are effective and enjoyable. In addition, the children in the audience seemed to enjoy the presentation and materials as much as the adults did.

Reported by Fujishima Naomi

Kitakyushu: May 2000—*Consciousness Raising in Writing Classes* by Catherine Roach. The presenter described an experiment she carried out with two classes at Fukuoka University in order to test the effectiveness of consciously applied strategies in improving student writing. She taught the control and experimental groups, eleven and thirteen in number respectively, using a process approach to genre-based writing, requiring three drafts of each composition. She spent fifteen minutes in each experimental class session drawing students' attention to various strategies they could use in making their writing more reader-targeted. In the control group that time was devoted to student-initiated questions. To ensure that both groups spent equal amounts of time writing, she required journals; a free-form journal for the control group and a very structured response about their use of strategies for the experimental group.

Unfortunately, although the students had been randomly assigned, the pre-test revealed that the students in the experimental group were already better writers and the post-test showed both groups averaging about the same scores. Both pre- and post-tests were 50-minute timed writings. Students also filled out protocols concerning their use of writing strategies. Regression analysis of the protocols and post-tests (scored by multiple raters) showed high correlation for the experimental group.

Roach believes a great deal of work still needs to be done in identifying strategies in writing and distinguishing between mental and more active strategies. Nearly all of the work in strategies has been in the area of spoken language. Nevertheless, she urges teachers of writing to use the circular movement of generating ideas, organizing ideas, writing, reading, and editing to help students become more aware of what they are doing in the writing process.

Reported by Margaret Orleans

Nagasaki: May 2000—*Activities for Academic Writing* by Giles Parker. Drawing upon his experiences in teaching paragraphing and essay-writing skills to first-year classes of varying sizes, levels, and needs, the presenter urged us to see writing activities as part of a continuum of language skills rather than somehow remote and discrete. First, he discussed the place and meaning of writing in EFL. Then he examined aspects of introductions, main sections, and conclusions. Next, he surveyed the importance of critical and evaluative thinking skills and the urgent need to know one's students. Finally, he guided us through a range of useful and effective activities, appended with a photocopiable 15-page collection of examples.

In the introduction, Parker went into some detail to discuss the changing nature and requirements of writing for secondary school and college-level students. He pointed out that the self-contained "solipsistic" nature of writing was changing, as examinations became more communicative. Also, he raised the interesting question of whether or not we should be teaching Western rhetorical writing models. He reminded us that Japanese, Arabic, and Russian styles of written discourse have different conventions and various ways to persuade readers. The presenter tries to work with students and their personal or cultural inclinations to the point of using some Japanese in the classroom, eschewing texts, and insisting that materials should emerge from the classroom as a collaborative exercise. At the same time, Parker explained that he demands a lot from learners, including extensive research, reading, and peer evaluation or correction. Throughout the presentation, Parker returned to SPSE (Situation, Problem, Solution, and Evaluation of Solution), an acronym describing his favored means of problem solving and writing. He advocated this approach for home study and assignments alike.

Reported by Tim Allen

Nagoya: April 2000—*Humor in the Classroom* by Mark Bailey. In what ways is comedy like teaching? Mark Bailey drew attention to several similarities. Both teachers and comedians serve a demanding audience and have the potential to either be a hit or a flop. Both need to mentally prepare themselves to do a good job. Sometimes what works well is unplanned and in both comedy and teaching, success can lead to further success. Bailey also pointed out that many students who are talented but have little confidence in their English ability are often motivated by being asked to take part in activities where there is a stronger emphasis on humor and entertainment. He demonstrated this by getting audience members to participate in several activities. One particularly enjoyable activity was his "King of Tonga" sketch. In this activity, one student pretends to be the non-English speaking King (or Queen) of Tonga to whom students direct questions about life in the country. Another student, posing as the royal English interpreter communicates the King's answers to these questions. In order to involve as many students as possible in the activity, students playing both the King and interpreter are changed after answering 3 or 4 questions.

Other activities demonstrated were the "Forgetful Storyteller" in which the storyteller's partner or audience helped him or her create a story and "Phonetic Punctuation," based on a sketch created by Victor Borge.

Bailey finished the session by presenting his "Hippocratic Oath of Humor," the major tenets of which were never to use sarcasm or humor to hurt someone.

Reported by Bob Jones

Shizuoka: April 2000—*Applying Cooperative Learning to EFL Materials* by Chris Poel and Robert Homan. The presenters, who have worked together on this topic for the last 10 years, began their presentation by introducing some of the basic concepts underlying the idea of cooperative learning. Working together in perfect unison, the presenters began by discussing the "why" and "how" of cooperative learning. They explained that cooperative learning is not simply students working together in groups, but moves to a point where students are less passive, enjoy more security, and have the confidence to help others achieve their goals. The teacher is not simply a monitor, but should teach the students how to be effective group leaders and members and how to adhere to guidelines. The presenters believe that groups should be balanced with weaker and stronger students to ensure maximum participation from all members.

Next Poel and Homan looked at the various elements required for a good cooperative lesson. These elements include fostering positive interdependence, individual accountability, group processing, social skills, and face-to-face interactions. They then discussed other decisions that might need to be made when selecting group tasks, unforeseen problems, and other necessary preparations.

The presenters then moved to the actual implementation of cooperative learning. Three learning structures were discussed. The first structure, named "Roundrobin/Roundtable," was useful as a warm-up when introducing new topics at the beginning of a lesson. The second structure was called "Role-play Stagecoach," and involved one student assuming the role of stagecoach and supervising the roles of other students. The third structure, "Think-Pair-4s," involved students brainstorming and sharing ideas in groups.

Reported by Gregory O'Dowd

Tokyo: May 2000—*Bringing the Real World into the Classroom with Authentic Materials* by Mike Sorey and Roger Bernard. Sorey and Bernard began this very informative presentation by asking the audience to consider why a language practitioner might contemplate using authentic materials in the L2 classroom. Bernard, who initially led the discussion, then went into the numerous aspects of how authentic materials can be used to generate interest and practice a whole range of language skills with the objective of bringing the real world into the classroom. He presented a wealth of material that he has developed and used in his teaching. It was argued that any level of language learner could benefit from this approach, although some adaptation of materials might be necessary for beginner levels. Sorey continued the presentation by describing how he has developed elements of a business course that uses real world information. Of particular interest were two web sites that he had used as an input source with the students:

1. <http://deil.lang.uiuc.edu/travelsim/activities.html>. This site has a lot of information whereby students get involved in planning a trip to the Grand Canyon.
2. <http://hyperion.advanced.org/10326/market_simulation/ifk.html>. This site allows the students to play the stock exchange.

Reported by Roger Jones

Chapter Meetings

edited by tom merner

Akita—We will have a monthly meeting in August. The final and detailed information will be provided to members later.

8月に支部会合を予定しております。詳細は後日会員に連絡します。

Gunma—*Gunma Summer Workshop at Kusatsu*

Theme: Meeting Students' Needs in the English Classroom

Featured speaker: Robert Juppe (Tokyo Kaseigakuin Tsukuba Women's Univ.)

Topic: How AOC Failed and What To Do About It

Presentations: Call for 30-minute (or 1-hour) presentations related to language teaching

Date: August 20th (Sun.), 21st (Mon.), 22nd (Tue.)

Place: Kanto Koshin'etsu Kokuritsu Daigaku Seminar House, 737 Shirane, Kusatsu, Kusatsu-machi, Gunma-ken; t: 0279-88-2212

Fee: 3000 yen

Room & Board: 6500 yen (for 2 nights with 6 meals and *onsen*, or hot spring)

Registration: Contact Morijiro Shibayama (t/f: 027-263-8522)

「学生のニーズに応える」をテーマに群馬支部夏期ワークショップを２泊３日の予定で草津温泉において開催します。講演者も募集しております。

Iwate—***Teaching Living English in Junior High Schools: the Perspective of a Veteran Japanese Junior High School English Teacher***. "It is my job to give the students 'Living English'," says Takahashi Kimiko of her job teaching English to students at Ueno Junior High School in Kitakami. Ms. Takahashi, an English teacher for over 20 years, will speak about teaching English, her teaching methods and her three primary points for teaching first-grade students "Living English." The presentation will be in English and Japanese. *Sunday August 20, 10:30-12:30; Iwate International Plaza, Morioka.*

20年以上の教師経験のあるTakahashi Kimiko氏が、ご自身の「生きた英語」を教える指導方法とその3つの基本について講演します。

Niigata—No meeting in August. Have a great summer!

Tokushima—Aleda Krause, author of *SuperKids* and the all new *SuperTots*, will present useful hints and techniques that will ensure success in the classroom. This is a chance for anyone on Shikoku to be enriched by this talented author. *Sunday September 24, 11:00-14:00 including lunch break; location to be decided; free for all.*

「SuperKids」と新しい「SuperTots」両シリーズの筆者Aleda Krauseが授業に有効な教授法やアイデアについて講演します。

West Tokyo—The West Tokyo Chapter Website has moved to <jalt.org/chapters/wtokyo/>.

西東京支部のウェブサイトが上記URLに移転となりました。

Yamagata—***Utah in Terms of History, Industry, Religion, Education, Language, etc***, by Spencer Sorensen. The state of Utah is unique in every possible term. The speaker elaborates on the above mentioned topics referring to some good teaching of Jesus Christ as well. *Sunday August 6, 15:00-17:00; Yamagata Kajo Kominkan Sogogakushu Center (t: 0236-45-6163); one-day members 700 yen.*

歴史、産業、宗教、教育、言語等様々な面においてユニークなユタ州についての講演を行います。

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 0184-22-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Yukiko Watanabe; <joebella@pk.highway.ne.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <watanabe@ma.interbroad.or.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Joy Jarman-Walsh; t: 082-878-9931; <jjarman@pent.yasuda-u.ac.jp>; website <http://litcal.yasuda-u.ac.jp/student/jalthiroshima.html>

Hokkaido— Dave Hyre; t: 011-387-7344; <davdhyre@gol.com>; website <www2.crosswinds.net/~hyrejalthokkaido/JALTPage/>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; website <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t: 0197-64-2316; <bigred@kitakami.ne.jp>

Kagawa—David Juteau; t:0883-53-8844; <david-juteau@mailcity.com>

Kagoshima—Nick Walters; t: 099-273-5896; 099-273-5896; t: 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6140(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>

Kobe—Brent Jones; t/f: 0797-31-2068; <bjones@gol.com>

Kumamoto—Andrew Shaffer; t: 096-339-1952; <andmirs@try-net.or.jp>; website <www.kyushu.com/jalt/kumamoto.html>

Matsuyama—Robert Oettel; t: 089-941-4136; f: 089-931-4973; <oettel@shinonome.ac.jp>

Miyazaki—Sylvan Payne; t: 0985-85-5931; f: 0985-84-3396; <spayne@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>

Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <nob-shiina@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>

Nagoya—Claire Gelder; t: 052 781 0165; f: 052-781 4334; <claire_gelder@yahoo.com>

Nara—Larry Chin; t: 0745-73-5377; f: 0745-73-2453; <lschin@gol.com>

Niigata—Robin Nagano; t/f: 0258-47-9810;

<robin@vos.nagaokaut.ac.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—John Dickson; t/f: 098-893-7557; <dickson@southernx.ne.jp>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Aleda Krause; <aleda@gol.com>; website <www2.gol.com/users/ljc/jan.html>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <BXU01356@niftyserve.or.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@gol.com>; website <www.geocities.com/Athens/Aegean/1952/>
Shinshu—Mary Aruga; t: 0266-27-3894; <mmaruga@aol.com>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, August 15th is the deadline for a November conference in Japan or a December conference overseas, especially when the conference is early in the month. See the Bulletin Board column for more Calls for Papers.

Upcoming Conferences

September 1-3, 2000—*Diagrams 2000: An International Conference on the Theory and Application of Diagrams* at the University of Edinburgh, Scotland. The study of diagrammatic notations is emerging as its own research field with researchers coming from various primary fields such as applied linguistics, artificial intelligence, cognitive science, computer science, education, graphic design, human-computer interaction, philosophical logic, and psychology. The program will include an invited talk and tutorials by Alan M. MacEachren, Kim Marriott, David Gooding, Hermi Schijf, and Jiajie Zhang plus 31 full papers and 9 posters selected from over 120 proposals. The conference website at <www.cl.cam.ac.uk/Diag2000/further.html> is very complete and up-to-date. Otherwise, email <d2k@cogsci.ed.ac.uk> for local arrangements or Michael Anderson, a conference organizer, at <anderson@hartford.edu> for general conference information.

September 4-7, 2000—*NEW SOUNDS 2000: The Fourth International Symposium on the Acquisition of Second-Language Speech* at the University of Amsterdam. Paper presentations and posters on various topics concerning the acquisition of second-language speech. Contact Jonathan Leather, New Sounds 2000; Department of English, University of Amsterdam, Spuistraat 210, 1012 VT Amsterdam, The Netherlands, or email <newsounds@hum.uva.nl>.

September 7-9, 2000—*The British Council and IATEFL* Special Interest Groups will host a joint conference in Madrid. EL teachers interested in business English, computers, ELT management, English for specific purposes, global issues, literature and cultural studies, learner independence, media/video, pronunciation, research, teacher development, testing, evaluation & assessment, teacher training and young learners are invited to participate in this important event. As usual various activities are planned: 50-minute talks, workshops, panel discussions, debates or guided discussions as well as swopshops—open sessions where the presenters will highlight the importance of a particular theme, along with central issues and points for discussion and then facilitate a group work and open discussion of the theme. Information: IATEFL Head Office; 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; f: 44 1227 274415; <iatefl@compuserve.com>.

September 14-16, 2000—*VALS-ASLA Symposium: Communicating in Professional Multilingual Environments* in Lugano, Switzerland. The symposium's theme connects with the following issues: How does multilingualism show itself in communication practices characterizing departments, companies or institutions, where speakers of different languages regularly or occasionally get in touch? Patterns in plurilingual settings and specific communication situations will be treated in papers presenting both empirical data and theoretical reflections on different modalities of multilingual communication observed in socio-professional places. The symposium is aimed not only at scholars but also at anybody interested in plurilingual communication issues in public and private spheres. Complete information is available at <www.romsem.unibas.ch/vals_asla/Colloque2000/call00eng.htm>. Otherwise, email Marinette Matthey at <marinette.matthey@lettres.unine.ch> or write to Université de Neuchâtel, Faculté des Lettres et Sciences humaines, Centre de linguistique appliquée, Espace Louis-Agassiz 1, CH-2000 Neuchâtel; t: 41-32-7208315; f: 41-32-7213760.

September 22-24, 2000—***INSOLICO' 2000: Seventh International Sociolinguistic Conference*** organized by the International Sociolinguistic Society in Sofia (INSOLISO) and held in Sofia, Bulgaria. This year's special topic is "Bilingualism and Diglossia: Actualized," with areas of particular interest including the Sociology of Bilingual and Multilingual Speech Communities, Bilingualism as Social and Psychological Phenomenon, and Diglossia in Various Language Situations. Direct information requests to Emanuil Kostov; St Kliment Ochridski University of Sofia, Faculty of Slavic Philologies, BG-1504 Sofia, Bulgaria; f: 359-2-9460255; <emanuil@slav.uni-sofia.bg>, OR <emanuil@mailcity.com>.

Calls For Papers/Posters
(In Order Of Deadlines)

August 25, 2000 *(for December 12-14, 2000)*—***WAVEip: Workshop on the Analysis of Varieties of English intonation and prosody***, to be held at Victoria University of Wellington, New Zealand, aims to bring together researchers from around the world who will consider the intonation and prosody of varieties of English in a workshop approach featuring a mix of discussion papers and hands-on analysis of speech materials. Proposals are sought which analyze both "standard" varieties of English such as General American, Australian, New Zealand, or Southern British English, and of emerging varieties of English such as Singapore or Hong Kong English, as well as of geographic and sociolinguistic variation in intonation and prosody. For details, including registration, go to <http://www.vuw.ac.nz/lals/WAVEip> or email Paul Warren at <Paul.Warren@vuw.ac.nz> or write him at the School of Linguistics and Applied Language Studies, Victoria University of Wellington, PO Box 600, Wellington, New Zealand; t: 64-4-463-5631; f: 64-4-463-5604.

August 31, 2000 *(for December 14-16)*—***International Language in Education Conference (ILEC) 2000: Innovation and Language Education*** to be held at The University of Hong Kong, Hong Kong SAR, China. Proposals are welcome for papers, workshops, colloquia, and poster sessions which are original in approach and relevant to the aims and scope of ILEC, as detailed in the "aims and scope" section of the ILEC website at <www.hku.hk/ilec2000>. Other contact formats: Secretariat ILEC 2000; c/o The Faculty of Education, The University of Hong Kong, Pokfulam, Hong Kong; t: 852-2859-2781; f: 852-2547-1924; email <ilec2000@hkucc.hku.hk>.

September 8, 2000 *(for December 2-3, 2000)*—***IALIC (International Association for Languages and Intercultural Communication) Annual International Conference—Revolutions in Consciousness: Local Identities, Global Concerns in Languages and Intercultural Communication*** at Leeds Metropolitan University, UK. Previous conferences exploring cross-cultural capability have centered on how the crossing of linguistic, geographic and political spaces is leading to new modes of thinking, feeling, and experiencing the world. This fifth conference will investigate questions and issues surrounding the notion of consciousness, which is intrinsic to such questions as the negotiation of difference and similarity, the processing of meaning, and the shaping of identities. Proposals are welcome for seminars and workshops addressing such issues, their philosophical and social contexts, and practical implications concerning how these developments affect our pedagogy. The conference website at <www.cf.ac.UK/encap/sections/lac/ialic/conference.html> is very informative. Contact Joy Kelly; Centre for Language Study, Jean Monnet Building, Leeds Metropolitan University, Leeds, LS6 3QS, UK; t: 44-113-2837440; f: 44-113-2745966; <j.kelly@lmu.ac.uk>.

October 1, 2000 *(for January 11-13, 2001)*—***The Fifth HIL Phonology Conference (HILP 5): Conflicts in Phonology*** will be held at the University of Potsdam, Germany. Since the emergence of constraint-based approaches to phonology, conflicts and how to resolve them have been an important research topic. We welcome abstracts for papers in all areas of phonology but particularly those dealing with conflicts between different aspects of phonology and also between phonology and other domains of grammar, like syntax, morphology and semantics. Of the three workshops, that on language acquisition (emphasis on the areas of learnability, acquisition and typology, and acquisition of stored representations) looks especially relevant to *Language Teacher* readers. For more information, see the website at <www.ling.uni-potsdam.de/aktuelles/hilp5_aktuell.html>, contact Caroline Fery at <hilp5@kronos.ling.uni-potsdam.de>, or write to HILP 5 Committee, Institute for Linguistics, University of Potsdam, Postfach 501553, 14415 Potsdam, Germany; t: 049-331-977-2950; f: 049-331-977-2761.

October 15, 2000 *(for April 5-7, 2001)*—***Fourth International Conference on Researching and Applying Metaphor (RAAM IV): Metaphor, Cognition, and Culture*** will take place in Tunis, Tunisia, following earlier successful conferences in York, England (1996), Copenhagen, Denmark (1997), and Tilbürg, Holland (1999). Invited speakers include John Barnden (University of Birmingham, UK), Alice Deignan (University of Leeds, UK), Raymond Gibbs (Santa Cruz, California, USA), and Mark Turner (Maryland, USA). In keeping with the previous RAAM's concern with both monolingual and interlingual approaches to metaphor, proposals are welcome for RAAM IV that address topics relating to verbal and/or non-verbal metaphor, metaphor in cognition, metaphor in culture, and metaphor in cognition and culture in both literary and non-literary texts. Contact Zouhair Maalej, t/f: 216-1-362-871; <zmaalej@gnet.tn>.

Reminders—Conferences

August 5-6 and August 12-13, 2000—***Keys to Success—Personal Development Weekend Training (NLP)*** by Richard Bolstad and Margot Hamblett from New Zealand at Nanzan University, Nagoya, on August 5-6 and at SIT Tokyo Junior College on August 12-13. For Nagoya registration and information, contact Momoko Adachi at 052-833-7968 or <koms@sannet.ne.jp>. For Tokyo, contact Sean Conley at <sean.conley@sit.edu>.

August 30-September 2, 2000—***EUROCALL 2000—Innovative Language Learning in the Third Millennium: Networks for Lifelong Learning, Interdisciplinarity and Intelligent Feedback*** at the University of Abertay, Dundee, Scotland. The keynote speakers are Stephen Heppell, Raymond Kurzweil, Wendy E. Mackay, and Carol Chapelle. Extensive conference website at <dbs.tay.ac.uk/eurocall2000>. Human contact: Philippe Delcloqueat <p.delcloque@tay.ac.uk>.

September 4-6, 2000—***Language in the Mind? Implications for Research and Education***, a conference organized by the Department of English Language and Literature, National University of Singapore and held at Fort Canning Lodge, Singapore. The keynote speakers include Jean Aitchison and Rod Ellis. Conference website at <www.fas.nus.edu.sg/ell/langmind/index.htm>, or write to Conference Secretary, Language in the Mind?; Department of English Language and Literature, FASS, 7 Arts Link Block AS5, National University of Singapore, Singapore 117570, Republic of Singapore; or email <ellconlk@nus.edu.sg>.

September 7-9, 2000—***Language Across Boundaries: 33rd Annual Meeting of the British Association for Applied Linguistics (BAAL)*** on the campus of Homerton College in Cambridge, UK. Keynote speakers are Jennifer Coates, David Graddol, and Bencie Woll. Information at <www.baal.org.uk/baalr.htm>, or write to BAAL 2000; c/o Dovetail Management Consultancy, 4 Tintagel Crescent, London SE22 8HT, UK; or email <andy.cawdell@BAAL.org.uk>.

September 7-10, 2000—***Second Language Research: Past, Present, and Future*** at the University of Wisconsin-Madison. Plenary speakers will include Ellen Bialystok, Claire Kramsch and Bonny Norton. The conference website is at <http://mendota.English.wisc.edu/~slrf/>, or send inquiries to: <slrf2000@studentorg.wisc.edu>.

September 11-13, 2000—***Second International Conference in Contrastive Semantics and Pragmatics (SIC-CSP 2000)*** at Newnham College, University of Cambridge, Cambridge, UK. Papers on semantic and pragmatic theory and the interface between semantics and pragmatics, plus empirically based presentations of contrastive linguistic data. Further information at <www.newn.cam.ac.uk/SIC-CSP2000/>, or contact Kasia Jaszczolt; Department of Linguistics, MML, University of Cambridge, Sidgwick Avenue, Cambridge CB3 9DA, UK; <kmj21@cam.ac.uk> or Ken Turner <k.p.turner@bton.ac.uk>.

September 15-16, 2000—***The Second Symposium on Second Language Writing*** at Purdue University, West Lafayette, Indiana, USA. Keynote speakers will include George Braine, Linda Harklau, Ryuko Kubota, and John M. Swales. Registration limited to the first 120 registrants. Website at <icdweb.cc.purdue.edu/~silvat/symposium/2000>, or contact Paul Kei Matsuda; Department of English, 1356 Heavilon Hall, Purdue University, West Lafayette, IN 47907-1356 USA; t: 1-765-494-3769; <pmatsuda@purdue.edu>.

September 30-October 1, 2000—***Korea TESOL (KOTESOL) International Conference—Casting the Net: Diversity in Language and Learning*** at Kyoungbuk National University, Taegu, South Korea. Keynote speeches by Dick Allwright, L.Van Lier and Andy Curtis. Information and online registration at <www.kotesol.org/conference>. Human contact: Andrew Finch, Conference Chair, at <kconference@hotmail.com> or <ddlc@duck.snut.ac.kr>; t: 82-(0)2-979-0942; or Jane Hoelker, KOTESOL International Affairs Liaison; Seoul National University, Hoam #104 East, 239-1 Pongchon 7 Dong, Kwanak-gu, Seoul 151-057, South Korea; f: 82-2-871-4056; <hoelkerj@hotmail.com>.

November 2-5, 2000—***JALT 2000: Towards the New Millennium—the 26th Annual International Conference on Language Teaching and Learning & Educational Materials Expo.*** Our very own conference, held this year at the Granship Shizuoka Conference and Arts Centre in Shizuoka, Japan. See the conference website at <jalt.org/jalt2000> for unfolding details.

Job Information Center

edited by bettina begole

It is hard to believe that summer is nearly over and it is time to think about the annual JALT conference. This year, Adele Yamada will be putting together the JIC at the conference. You can contact her at <adele@apionet.or.jp> or by fax at 0866-92-8656.

As usual, we will be listing positions, forwarding resumes, and helping arrange interviews. If you are an employer seeking qualified teachers, please contact Adele for an advertising form. If you are a job seeker, be sure to come and visit us. If you would like to volunteer to help staff the Job Information Center for a couple of hours during the conference, please contact Adele Yamada.

The JIC will also have the annual job-hunting workshop at the conference. Especially if you are fairly new to Japan, come and listen to Boyce Watkins as he gives you some hints on finding that dream job in Japan.

The Job Information Center has a new email address, <tlt_jic@jalt.org>, that should be much easier to remember. Please use this address to place ads, or to request the job list. You can now also find the JIC jobs listed at <www.jalt.org/tlt>.

To list a position in *The Language Teacher*, please email Bettina Begole, Job Information Center, at <tlt_jic@jalt.org> or fax to 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Hyogo-ken—Kwansei Gakuin School of Science is seeking EFL instructors for two full-time, temporary positions, one to begin in April 2002, and one to begin in April 2003. **Qualifications**: MA in applied linguistics, TESOL, or related field; relevant experience in ESP/EST training or teaching; knowledge of Japanese preferred. **Duties**: Teach ten 90-minute classes per week as well as between-term courses; materials and program development. **Salary & Benefits**: Approximately ¥5,200,000 per year; research allowance; furnished housing and medical insurance are subsidized. **Application Materials**: Resume/CV (include graduate courses taken, computer skills, and Japanese fluency level); two letters of recommendation; a copy of diploma(s); a two-page statement on applicant's views on teaching and career objectives; a copy of graduate thesis, course project, or a published article; a five- to ten-minute videotaped segment of applicant's actual teaching. **Deadline**: August 31, 2000. **Contact**: Acting Director; The Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya 662-8501; t: 0798-54-6131; f: 0798-51-0907; <tkanzaki@kwansei.ac.jp>. **Other Information**: Interview to be arranged in September 2000. Mail application materials in hard copy form. Further information is available at <http://science.kwansei.ac.jp/~plan/tesol-jobs.html>.

Hyogo-ken—The School of Policy Studies at Kwansei Gakuin University in Sanda-shi is looking for part-time English instructors for the fall semester. **Qualifications**: MA in TEFL or doctorate, or currently enrolled in an MA-TEFL program. Must be a Kansai resident, preferably in Osaka/Kobe area. **Duties**: Teach a minimum of three *koma* per day for one to three days. Courses include academic writing, content, listening, and discussion/presentation. **Salary & Benefits**: Competitive salary and commuting allowance. **Application Materials**: Curriculum vitae and letter of introduction. **Contact**: James Riedel, Coordinator; English Language Program, Kwansei Gakuin University, Gakuen 2, Sanda-shi 669-1337; <james@ksc.kwansei.ac.jp>.

Niigata-ken—The International University of Japan (IUJ) is seeking a part-time English instructor to teach graduate students in the International Relations Department. The school is located near Urasa, about 90 minutes by Shinkansen from Tokyo. **Qualifications**: MA in TESOL or a related field, and teaching experience at the university level. **Duties**: Teach classes of approximately 10-12 students for ten weeks beginning in early October. The position may also be available for ten weeks beginning in early January. **Salary & Benefits**: Salary is based on the university part-time pay scale which is dependent on degree and experience. Transportation (Shinkansen) from residence to IUJ is also included. **Application Materials**: CV, cover letter, list of publications/presentations, and contact information for at least two references. **Deadline**: September 1, 2000, but applicants are encouraged to apply as soon as possible. **Contact**: Ms. Nakajima Mitsuko; International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata 949-7277.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: Resident in Japan, with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; one-year university English teaching experience. **Duties**: Classroom activities include teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project. Publications, experience with presentations, and familiarity with email are assets. **Salary & Benefits**: Comparable to other universities in the Tokyo area. **Application Materials**: Apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: Ongoing. **Contact**: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Tokyo-to—The Faculty of Law of Aoyama Gakuin University is seeking a full-time tenured lecturer or associate professor to begin on April 1, 2001. **Qualifications**: Specialty in TEFL/TESOL, applied linguistics, linguistics, cultural studies, area studies, or literature; PhD, or all doctoral work completed as of April 1, 2001; Sufficient ability in Japanese and English to carry out all job-related duties inside and outside the classroom. **Salary & Benefits**: Salary and other working conditions are determined by Aoyama Gakuin rules and regulations. **Application Materials**: Aoyama Gakuin resume form (see address below) with photo; a copy of the diploma for the highest degree received or a letter of certification from the institution; a list of publications and presentations and copies of three representative publications (photocopies acceptable); a sample syllabus for an English class; letter(s) of recommendation (optional). Apply in either English or Japanese. **Deadline**: August 21, 2000. **Contact**: For resume form please contact Mr. Nakamichi Itsuo; c/o Academic Affairs Office, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366; t: 03-3409-8111x12139; f: 03-3409-4575. All completed application materials should be sent to Professor Yamazaki Toshihiko, Dean; Faculty of Law at the same address by registered mail with "English position" written in red on the front of the envelope. **Other Information**: <www.als.aoyama.ac.jp>.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org>.

Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Online homepage at <www.jalt.org/tlt>
5. Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers.html>
6. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
7. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
8. Ohayo Sensei at <www.wco.com/~ohayo/>
9. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
10. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
11. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
12. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
13. Job information at <www.ESLworldwide.com>

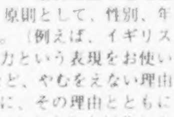
差別に関する
The Language Teacher Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。（例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。）これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices, in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.



Bulletin Board

edited by brian cullen

*Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.*

Calls for Papers (in order of deadlines)

TESOL 2001: ***The 35th Annual Convention and Exposition*** will take place in Saint Louis, Missouri USA on February 27-March 3. The theme is "Gateway to the Future." The deadline for In Progress, Poster, and Video Theater sessions is **August 14, 2000**. You can submit a proposal over the Web using our web-based proposal submission form or print an Adobe Acrobat PDF of the Call for Participation right from your web browser. Information: Teachers of English to Speakers of Other Languages, Inc.; 1600 Cameron St. Suite 300, Alexandria, VA 22314-2751 USA; <info@tesol.edu>; website at <www.tesol.edu/conv/index.html>.

APPI 5th Annual Convention—The Academic Committee of Asociacion Peruna de Profesesores de Ingles is seeking papers to be presented at the 5th Annual APPI Convention from September 22-24, 2000 at Universidad Ricardo Palma, Lima. The topics for presentations are teaching very young learners, teaching at schools (primary and secondary), teaching adults (including university, institutes, private practice and ESP), using computers in ELT, teacher development and training, research in ELT. All presentations will last 80 minutes. The number of teachers attending each presentation is limited to 30. Please submit a completed lecturer application form (you may obtain this from the APPI office), a 5- to10-line resume of your professional expertise, a 10- to 15-line abstract of the presentation stating audience and objectives, and a 250-word paper summarising the presentation by **August 15, 2000** to: APPI 5th Convention Academic Comittee; t/f: 51-1-4757278; <cesark@computextos.net>.

ILEC 2000: The International Language in Education Conference 2000, "Innovation and Language Education," will be held from December 14-16, 2000 at The University of Hong Kong. A subtheme will be "Information Technology in Language Education." The conference will place special emphasis on the practical needs and interests of classroom practitioners. Abstracts for papers, workshops, colloquia, and poster sessions are due by **August 31, 2000**. For more information, contact Secretariat ILEC 2000, c/o The Faculty of Education, The University of Hong Kong, Pokfulam, Hong Kong; t: 852-2859 2781; f: 852-2547 1924; <ilec2000@hkucc.hku.hk>; website at <www.hku.hk/ilec2000>.

The 21st Annual Thailand TESOL International Conference, "The Power of Practice" will be held from January 18-20, 2001 at The Imperial Queen's Park, Bangkok, Thailand. The conference will focus on reexamining the changing needs in order to find better solutions in planning the ELT program, teaching and evaluating the program. It will also discuss the integration of technology in the classroom and promote the action research. Deadline for submitting abstracts for papers, workshops, colloquia, and poster sessions is **August 15, 2000**. Information: Suchada Nimmannit, Chulalongkorn University Language Institute at <nsuchada@chula.ac.th> or Chaleosri Pibulchol, Srinakkarinwirot at <chal@psm.swu.ac.th>; <www.thaitesol.org>.

7th EFL Skills Conference—January 23-25, 2001 at The American University in Cairo, held by the Center for Adult & Continuing Education. The subject addressed is "Integrating EFL Skills: Teaching, Management and Technology for the Future." The theme includes but is not limited to EFL skills, using instructional technology, distance learning, ELT management, teacher training, and young learners. The conference will also feature pre-conference events, a testing colloquium, a video conferencing session, a book exhibition, and a ticketed Nile dinner cruise for conference participants. All are invited to present and participate. The deadline for receipt of proposals is **September 30, 2000**. For more information contact The EFL Skills Conference Committee; English Studies Division/CACE (Mail 209), The American University in Cairo, P.O. Box 2511. Cairo, Egypt; t: 202-357-6871; <eflskill@aucegypt.edu>.

The Pan Asia Consortium (PAC) Journal is seeking four to five articles focused on *Action Research* as it is conducted and applied in the Japanese EFL teaching context. Papers should include: (1) A statement of the problem including the context and the participants. Why was this a problem? The problem should not be too broad and should be located in teaching. (2) A brief review of the literature—all the recent movers and shakers in the area should be included that address the problem only! (3) A method to solve the problem—outlined in detail—what method, why this method, where did it come from, etc. (4) Result—what was the outcome—details. (5) Action—this last cycle is sometimes left out of AR projects but should be included: A comparison of #1 and #4 above—what will the teacher do now and in the future? Will he/she incorporate the new result (#4) or will he/she stick with the original method (or whatever)? Submission deadline: **November 30, 2000**. Information: <www.jalt.org>.

TLT Japan's Meritocratic Education Special Issue—A special issue of *The Language Teacher* is scheduled for publication in November 2001. This special issue will analyse whether Japan's education system, being historically based on merit (i.e., that entrance into universities has traditionally been decided exclusively by students' entrance examination scores), is in need of qualitative reform. The editor encourages papers which examine this method of selection and other issues of social responsibility stemming from it (e.g., ranking schools, *juku, ijime*), thereby providing useful insight into the education system teachers are working in, which might in turn promote more socially aware classrooms. Submissions, in either English or Japanese (if possible, please include an abstract in English), of feature, opinion and perspective articles investigating these or related issues are especially invited. Please submit your manuscripts by **February 1, 2001**. Send submissions and enquiries to: Kent Hill; Hikone-so 202, Tokiwa-cho 3461-1, Machida-shi, Tokyo 194-0213; t/f: 042-798-1599; <kentokun@twics.com>.

Papers and New Members: ***JALA***—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May of 2001). JALA is a professional association for the study of the interrelationship of people, language and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. Information: <www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html> (Japanese) or <kyushu.com/jala> (English).

Essay Collection—*What is it like for native speakers to profess English in Japan?* A proposed collection of essays aims to gather a wide number of individual examples across many different organizational and institutional sites. Some issues that might be addressed include reasons for teaching in Japan and their relationship to teaching, the assumptions held prior to arrival and the approaches to the realities subsequently encountered, and the nature of English in Japan. Contributions should be twenty to thirty pages, double-spaced, clear, and follow the conventions of the personal essay. The purpose of the collection will not be practical, but instead personal, as well as theoretical. For more information, contact: Eva Bueno; <evapbueno@yahoo.com> or Terry Caesar; <caesar@mwu.mukogawa-u.ac.jp>; English Department, Mukogawa Women's University, 6-46 Ikebiraki-cho, Nishinomiya 663-8558.

Other Announcements

AAAL Conference—**February 24-27, 2001** in St. Louis, Missouri, USA. For information contact: Richard Young, Department of English, University of Wisconsin-Madison; <rfyoung@facstaff.wisc.edu>.

***AFMLTA National Conference*—July 7-9, 2001** on the theme "Languages Our Common Wealth" at Canberra Convention Centre, Australia. For information contact: MLTA of ACT Inc, PO Box 989 Canberra City 2601 ACT; f: 02-6205-6969; <willett@dynamite.com.au>.

TESOL Online Career Center—Debuting in the fall of 2000 and featuring job listings from around the globe, career resources, and much more, it will be *the* career site devoted to TESOL professionals. We are very excited about this project and the opportunity to better serve our members. Stay posted at <www.tesol.edu>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Advertiser Index

IFC = inside front cover, IBC = inside back cover
OBC = outside back cover

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Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Reports編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcement of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ。JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

Staff List

JALT Publications Board Chair — *Gene van Troyer*
t/f: 0582-79-4050; pubchair@jalt.org

Immediate Past Editor — *Bill Lee*
Faculty of Regional Studies, Gifu University,
1-1 Yanagido, Gifu 501-1193; f: 058-293-3118;
wmlee@cc.gifu-u.ac.jp

Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30
Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57;
f: 0948-24-8591; tlt_ed@jalt.org

Associate Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyhu 804
t: 093-883-5022, f: 093-884-3400 (w); tlt_sub@jalt.org

Japanese-Language Editor — *衣川隆生 (Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — *小野正樹 (Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

***TLT* Online Editor** — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156
(w); f. 011-513-7505 (w); tlt_web@jalt.org

COLUMN EDITORS

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki
University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Scott Gardner*
t/f: 086-281-9105; tlt_ms@jalt.org

Book Reviews — *Katharine Isbell*
Miyazaki International College, 1405 Kano, Kiyotake-cho,
Miyazaki-gun 889-1605;
t: 0985-85-5931 (w); f: 0985-84-3396 (w); tlt_br@jalt.org

Publishers' Review Copies Liaison — *Angela Ota*
West Park Communication Services, Funakoshi 957-6,
Gosen-shi, Niigata 959-1805; t: 0250-41-1104; f: 0250-41-1226; tlt_pr@jalt.org

Letters — *Malcolm Swanson (See Editor) & Koarai Mikiya*
t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

Bulletin Board — *Brian Cullen & Saito Makiko*
Brian Cullen: Shoken 2-1-15-10001, Chikusa-ku, Nagoya
464-0082
English: tlt_bb@jalt.org; 日本語: chip621@aol.com

SIG Focus — *Aleda Krause*
t: 048-776-0392; f: 048-776-7952; tlt_sf@jalt.org

SIG Reports — *Robert Long*
t: 093-883-5022; f: 093-884-3400 (w); tlt_sig@jalt.org

Chapter Reports — *Diane Pelyk & Nagano Yoshiko*
Renace Beppu 102, 6 Kumi, Ogura, Beppu, Oita
t/f: 0977-6690 English: tlt_chre@jalt.org
日本語: nagano97@pop.wa2.so-net.or.jp

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015;
t/f: 045-822-6623 (w); tlt_chmt@jalt.org

JALT News — *Amy Hawley & Sugino Toshiko*
Amy Hawley: 205 Summer House, 91-2 Zenzamachi,
Shizuoka-shi, Shizuoka-ken 420-0842
t/f: 054-248-5090; tlt_news@jalt.org
Sugino Toshiko: sugino@cc.nda.ac.jp

JALT2000 News — *L. Dennis Woolbright*
t/f: 093-583-5526; tlt_conf@jalt.org

Conference Calendar — *Lynne Roecklein*
Faculty of Regional Studies, Gifu
University, 1-1 Yanagido, Gifu 501-1193;
t: 058-293-3096 (w); f: 058-293-3118 (w); tlt_cc@jalt.org

Job Information Center/Positions — *Bettina Begole*
436 Kuwabara, Aoya-cho, Ketaka-gun,
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OCCASIONAL COLUMN EDITORS

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Net Nuggets — *Larry Davies*, Future University, Hakodate; tlt_nrt@jalt.org

Working Papers — *Joseph Tomei*, Kumamoto Gakuen University, Faculty of Foreign Languages, Oe 2-chome 5-1, Kumamoto 862-8680; t: 096-364-5161 (ext. 1410) (w); f: 096-372-0702 (w); jtomei@kumagaku.ac.jp

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PEER SUPPORT GROUP

Coordinator — *Andy Barfield*
Foreign Language Center, Univ. of Tsukuba, Tennodai 1-1-1, Tsukuba-shi, Ibaraki-ken 305-0006; tlt_psg@jalt.org
Members: *Andy Barfield, Wayne K. Johnson, Wilma Luth, Jill Robbins, Sandra Smith, Craig Sower*

和文要旨作成協力者 — 阿部恵美佳 (Japanese abstracts — *Abe Emika*)

PRODUCTION

Proofreaders — *Scott Gardner, Aleda Krause, Beverley Elsom Lafaye, Robert Long, Amanda O'Brien, Steven Snyder, Kinugawa Takao, Ono Masaki, Tsukahara Maki*

Design & Layout — *The Word Works*
t: 045-314-9324; f: 045-316-4409; tww@gol.com

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JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito,
Taito-ku, Tokyo 110-0016; t: 03-3837-1630;
f: 03-3837-1631; jalt@gol.com

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）最寄りの支部の会費も含まれています。学生会員（¥6,000）学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500）勤務先が同一の個人が5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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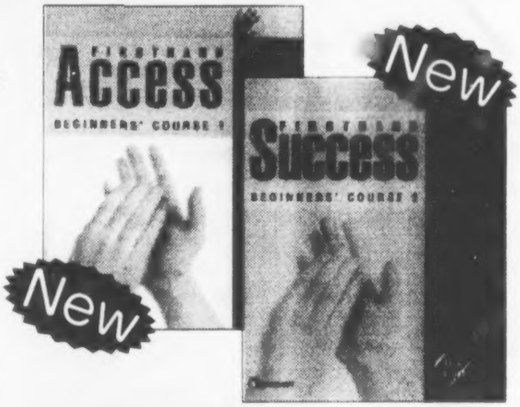
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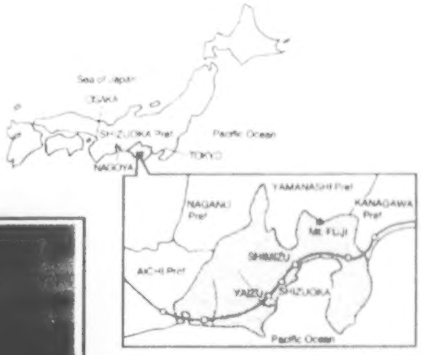
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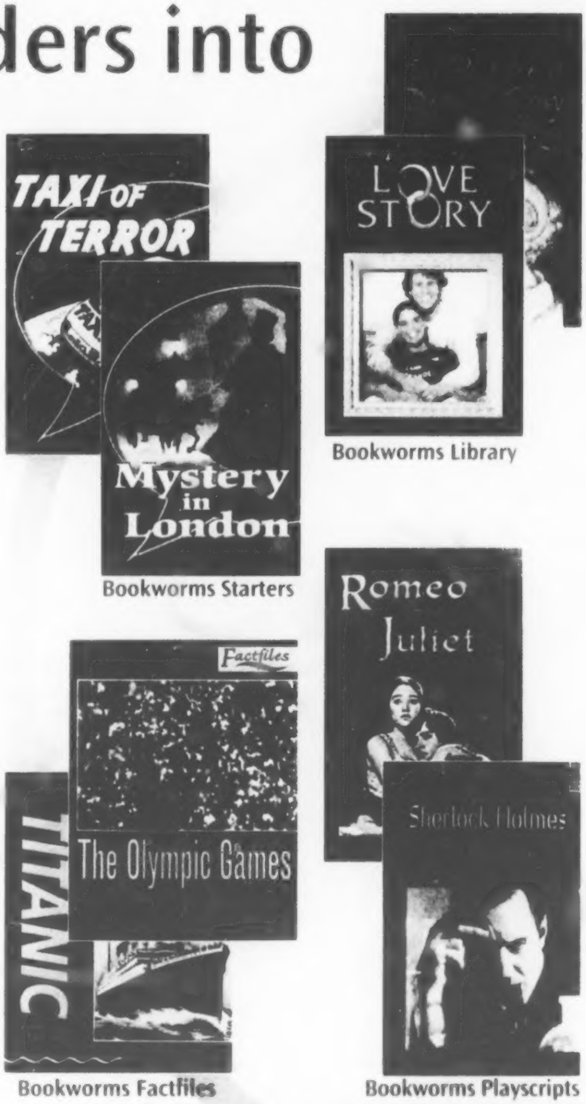
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As I sit writing this, cicadas blast away on the cherry tree outside and beads of sweat roll down my back. Some love summer, but for those of us from more gentle climes, it's an annual torture to be endured! With that in mind, rather than sitting in my stuffy little office trying to coax the cotton wool in my head into life, I'll leave you with David, who has some very welcome news to share. Oh, and don't forget to read the rest of this month's great issue!

Enjoy your summer. . .

Malcolm Swanson
tlt_ed@jalt.org

JALT Records a Profit!

The annual financial audit of JALT's financial records by the accounting and audit firm Deloitte Touche Tohmatsu for the fiscal period 4/1/99 to 3/31/00 started on July 10th and finished on July 19th as scheduled. Total revenues of 80,422,438 were realized, and expenses were held to 79,371,429 yen for the year. The resulting audited net income confirmed that JALT was able to earn a small profit of 1,051,009 yen. Generous donations were received and expenses for meetings were kept low. JALT's capital fund balance therefore increased to 8,157,435 yen as at March 31, 2000. This is very welcome news for JALT members.

A presentation of the financial results will be given at the annual general meeting during the international conference in Shizuoka in November.

この文章を書いている間、外の桜の木からは蝉の声が響き、汗が背中を伝い落ちて行きます。ある人はこの季節が好きでしょうが、穏やかな気候の土地から来た私たちにとっては、毎年訪れる責め苦のような季節です。このように、蒸し暑く過ごしにくい季節を少しでも忘れられるように、Davidからの歓迎すべきニュースをお知らせいたします。そして、この号の素晴らしい内容に目を通されることをお忘れのないように。良い夏を。

会計監査報告

JALTの1999年4月1日から2000年3月31日までの会計に関する監査が、７月10日から１９日の間に実施されました。計８０，４２２，４３８円の収入があり、支出は79,371,429円でした。結果として、1,051,009円の黒字を計上しました。これは、多額の寄付のお陰であり、会議費を切りつめた結果でもあります。そして、2000年3月31日には、8,157,435円の残高を記録しています。これは、JALT会員の皆様にとっても喜ばしいことだと思います。会計報告は静岡での年次総会にていたします。

David McMurray

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Opinions & Perspectives

In this month's column, Charles Jannuzi offers a response to two letters that were run in the May Language Teacher. TLT *encourages letters and opinion articles on any issue of interest to our readership. Please contact the editor if you have material you would like considered for publication.*

The Way Ahead and the Menu Option: Tangential to the Plot?

Charles Jannuzi, *Fukui University and Fukui Prefectural University*

With the May 2000 issue of JALT National's *The Language Teacher (TLT)*, it was good to see its *Opinion & Perspectives* column getting gamely back to covering analysis of and opinion about the very organization that is supposed to be its raison d'etre. Organizational memory being as short as it is, such discussion can only help JALT as it now faces (just as it has always faced and will always face) serious issues that need to be publicly and collectively stated, thought through, talked over, and acted upon. Both James Swan and Tim Knowles offered fairly wide-ranging—if idiosyncratic—perspectives on JALT's past, present, and future—coherent views made all the more remarkable given their conciseness. May their concentration of so much careful thought with so little running text serve as an object lesson for me here.

I would like to bounce my views of the manic world of JALT off one part of Swan's piece, the section concerning the so-called "menuizing" of JALT's membership services. As we discussed the issue on again, off again, for over two years on JALT's Executive Board (EXBO) e-mail list, the idea was and still is basically this: let members have more control over how their money is spent by letting them pick and choose from a menu of membership options.

Where I have to disagree most with Swan is his view that the issue of "menuizing" membership services "is only tangentially structural in nature." Of course, as it has been so far treated (read "marginalized," "ignored" "personalized" or even "willfully misconstrued") by the leadership of JALT, the issue IS probably "tangential." But if acted upon, the effects on the structure and functions of JALT could prove profound in a most positive way. This might even include some sort of glasnost and perestroika for the often private, incomprehensible frenzies of "lurchership" (a portmanteau term that neatly combines "leadership" with "to lurch") which are supposed to be passed off publicly as real financial planning and budgeting, but which always leave only one sure thing: that JALT will face still yet another financial crisis (the only uncertainty being who will be singled out for personal recrimination by JALT's acrimonious, in-fighting tribe the next time around).

Swan explains that the logic of the menu plan "is that the invisible hand of supply economics, JALT members picking and choosing from a variety of membership options, . . . will enable the organization better to know where to apply its resources" but then dismisses the practicality of the idea because "the general consensus seems to be that it would be very difficult to implement this proposal without substantial risk to chapters, or to other JALT institutions, such as JALT publications".

However, when I made the proposal on EXBO list (let's call this the Jannuzi variation #999, as I am sure the origins of the idea do not deserve my name), Locke and Smith and the "invisible hand" were not the central ideas on my mind. What I envisioned was a deliberate, planned way (1) to make membership more appealing (i.e., cheaper but more along lines of what most members I knew wanted) while (2) putting some sort of rational mechanism in place that would enable the organization to change itself in light of what members liked enough to pay for—making it also obvious what needed to be improved. So what I was really trying to discuss was a means by which the organization could control its own reforms while receiving a direct line of information on how it was meeting members' wants and needs. A smart, bottom-up feedback loop that might create a learning organization—basic Demmings and TQM actually—if 7-Eleven can do it for stocking shelves with rice balls and sandwiches, why not JALT and its services to members? You have to understand that, at least in my three years of participating actively on EXBO list, ALL debate about the listing ship of JALT foundered on the shoals of anecdotal evidence (a great rhetorical ploy to stifle debate, that one) and broke up on the rocks of ignorance: we don't know what the whole membership thinks, you don't really know either, and we have no way of finding out. Meaning what? We don't really care what the membership thinks, at least not to the extent of finding out by letting them have some say in the matter. Perhaps.

I will concede that if the menu scheme were viewed only as promoting competition and internal markets (something JALT **already has** by the way, but a contest based on the opaque cross-group interactions of only a hundred people or so), it could be said to lead to a zero sum game of winners and losers. But what about the zero sum game that has already been played out? Among other things,

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look at the unexplained disappearance of *JALT Journal* (*JJ*) from the publishing schedule last autumn. Look at the diminishing appearance and size of *TLT*. Look at the annual finances that barely leave JALT with enough money to put on the next annual conference while never putting away any surpluses for the future. (*Ed. note: read the brief financial report on page 1.*)

A sympathetic reading of the menu proposal and its possible benefits really turns upon making an explicit connection of it with JALT's structure and functions (which tend to be static and dysfunctional, even in face of crisis after crisis). JALT, as a professional organization that should exist first for the benefit of *all* its members, can be split up into these basic services: chapter membership and local meetings; two national publications (*TLT* and *JJ*), a discount for the annual conference, and SIG membership. But this has to be brutally scrutinized. Just what *does* your 10,000 yen actually provide you with? You get the monthly *TLT*, the (I think) annual *JJ*, and an automatic membership in the chapter nearest your mailing address. JALT takes your 10,000 yen and tells you, here is what you get, like it or leave it. The annual conference costs something like an extra 15,000 yen in conference fees alone (and the membership discount does not make it much cheaper than what non-members pay to attend). SIG membership (how many members still don't even know what a SIG is, let alone how many different ones they can join?) is an extra 1,500 yen per SIG (with more and more SIGs making their main services, a publication and possibly attendance at a mini-conference, available to non-JALT members at prices that are only a bit more expensive than what JALT members pay).

The idea behind the menu-of-services proposal is that you, as a paying member, can get more out of your membership fees by deciding better how they will be spent on the services important to you. In making your choices, you also exercise a vote on what you think is important in JALT and tell it where it needs to improve if it wants to receive more of your money. Now that is an idea that seems to frighten the leadership, but I have no doubt that it would be much less daunting a proposition if it were put straight to all the members of JALT (and all the possible members who don't join because 10,000 yen with no choice is probably not seen as a good deal in a consumer society).

A basic JALT membership, then, might start at something like 5,000 yen with these services: national membership in JALT and *TLT* subscription (with *TLT* subscription exchangeable for a chapter or SIG membership). For 7,500 yen you might buy *TLT plus* a choice between a chapter OR a SIG. For 9,000 yen maybe JALT could provide you with this: TLT, one chapter, one SIG. For 10,000 yen, a member could choose among extra SIGs and extra publications (*JJ* and *JALT Applied Materials* series). These are just examples; the goal is to achieve flexibility where now there is none. The idea is not simply to put the competing parts of JALT into an end-game contest and then get rid of what isn't popular; rather, the idea is to build into the organization specific feedback loops on what needs to be improved and reworked, information which then cycles directly back into getting more members and more feedback and more improvements, and so on and so on. If anything, I had in mind an expansion of services that was based on what ALL members wanted enough to choose and pay for. If we are going to subsidize certain activities and services, at least make them somewhat responsive to the membership. Another envisioned benefit to all of JALT is that it might directly help the stagnant membership and finances (yes, the two are related). If basic membership costs less, JALT could get more members; more paying members mean more cost efficiencies in providing the most popular services. They also mean increased revenues from membership as well as from advertising and the commercial sponsorship that larger membership attracts. Finally, a higher level of participation (with a financially justified expansion of optional services) at SIGs, chapters, and the annual conference could only better help us to run an organization that depends mostly on grass-roots involvement (I assume that if people consciously choose to pay and join at these levels, they may also choose actually to participate).

The time for rationalizing JALT's finances while getting membership up has come. I think these interrelated goals can best be met with a menu plan for membership. With a menu of services that provides some choice to members, ALL members will have a direct vote in running the organization. Suddenly the invisible hand that so far has had no say becomes visible and actually guides the flows of the organization and its numerous activities and allocation of human resources and finances. If that now amounts to a thousand mutinies on the "Granship" of JALT, I say, **so be it!**

Charles Jannuzi <jannuzi@hotmail.com>

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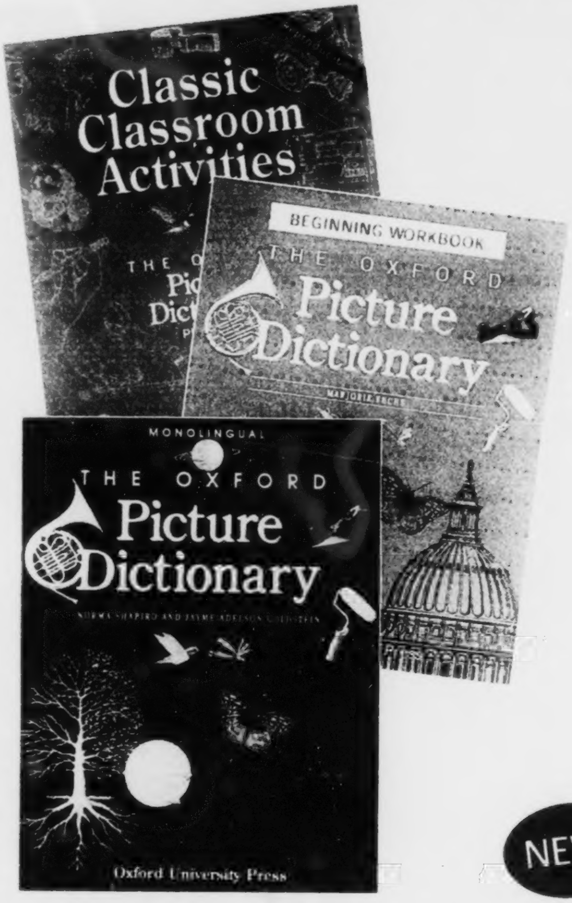
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Judy Yoneoka
Kumamoto Gakuen University

What is a Kokusaijin?
A 10-year study

本論は「国際化」と「国際人」に関する意識調査分析である。第1回は、１９８９年に日本人、ドイツ人、アメリカ人、インド人学生に対して行い、第2回は、１９９９年に日本人学生に対してのみ行った。他の3カ国と比べ、日本人学生は、「国際人」として、寛容さや偏見のなさなどといった性格よりも語学力、世界情勢に対する知識、実際の経験などを重要視していることが明らかになった。１９９９年度の調査では、日本人学生は、以前ほど経験に重きをおいていなかった。しかし、語学力と世界情勢に対する知識については重要度が増していた。さらに、国際関係を専攻している学生は、他国の学生に比べて、国際化しなければならないという認識が高く、海外へ旅行したいという希望が多かった。

This is the first in a two part series of articles. The second article, "Ten Years of Kokusaika*: Has progress been made?" will appear in the October* TLT.

Introduction

In Japan, the 1980s may be considered the heyday of the terms *kokusaika* (internationalization) and *kokusaijin* (lit., international person). Children growing up in those years heard the terms frequently from parents, teachers, on news and TV programs and commercials, especially for English conversation schools and travel agencies. The National Council of Educational Reform (*Rinkyoushin*) in 1987 put forth special recommendations regarding *kokusaika*, which included "restructuring the Japanese higher education system from an international perspective" (Ehara, 1992, p. 269). The ultimate goal of these measures was, as Ishii et al (1996, p. 237) put it, "the development of awakening as a Japanese and the rearing of '*kokusaijin*' (literally, international person), whatever that may mean."

The actual meanings of *kokusaika* and *kokusaijin* are indeed problematic, as is the task of finding appropriate translations in English. Internationalization, a common literal translation of *kokusaika*, may not be clearly definable in English, but the term at least exists and may conjure up some similar connotations in the minds of English speakers. The term *Kokusaijin*, however, is different. The literal "international person" in English has no meaning, with the possible exception of a person with two or more nationalities. Horvat (1998) describes *kokusaijin* as "another noun that represents Japan's untranslatable world view" and suggests "cosmopolitan" as the most likely candidate. Others (Kato, 1992; Sugiyama, 1992; Watanabe, 1998) use the term "internationalized person", which conjures up the image of an end product of some sort of internationalization process, often characterized as more passive than active. Thus one may *evolve* into a *kokusaijin*, but not *strive* to become one. Still worse, the term precludes the possibility of anyone being born into international circumstances—thus assuming a monocultural background for every *kokusaijin*.

To discover what *kokusaika* and *kokusaijin* actually connote to Japanese, a survey of over 100 Japanese university students (Yoneoka, 1991) was undertaken in 1989. Results showed that one of the major connotations of a *kokusaijin* was the ability to use a foreign language, especially English. Also, knowledge of foreign countries, knowledge of Japan, experience in traveling abroad and dealing with foreigners were deemed to be important attributes of a *kokusaijin*. Of lesser importance, although often mentioned, were the abilities to express oneself and one's opinions. These findings were in sharp contrast with similar questionnaires conducted with students in the USA, Germany and India (cf. Yoneoka, 1991). Language ability and actual experience was ranked lower in all of these countries than in Japan (in fact, German students did not mention language ability at all). Instead, students from these three countries tended to emphasize emotional attributes such as tolerance, interest in foreigners and foreign countries, volunteerism, and concern for world peace and the environment, attributes which appeared in the Japanese data quite infrequently if at all. Again, this trend was most marked in the German data.

Today, the image of *kokusaijin* may be changing. Although no longer a major buzzword, *kokusaika* continues to be used along with newer competitors like *guro-barize-shon* (globalization) and *bo-da-resu* (borderless). The term *kokusaijin*, on the other hand, has virtually disappeared from common use,[1] and there has been no parallel coinage of a term such as "*globaljin*." Thus, it can be argued that children of the 1990s may have had less exposure to stereotypical and media-defined connotations of *kokusaijin*, and consequently have a more balanced but less well-defined interpretation of the term than did their predecessors 10 years ago.

In addition, Japan's internationalization (to a great degree, westernization) has continued at a breakneck pace, with (for example) more McDonalds in Japan than any other country in the world besides the US. Thanks to the JET program, the number of foreign English teachers has risen dramatically, meaning that most university students today have had personal experience with at least one foreigner. The number of foreign students in Japan, too, has risen from a mere 10,000 in 1983 to well over 50,000 in 1998. Moreover, the use of the Internet as an international communication medium in Japan has increased, so more students have an opportunity for exchanges through e-mail and chat-based programs such as ICQ. Thus, since most students today have had more international communication and experience than students ten years earlier, their interpretation of *kokusaijin* may have changed accordingly. To better understand this issue, two questions were raised:

1. How do children growing up in the post-*kokusaika* boom of the 1990s interpret the term *kokusaijin*?
2. Do we find differences between university students today and 10 years ago in terms of attitudes towards *kokusaika*?

In this study, the 1989 questionnaire (with minor changes, see Appendix) was administered in April 1999 to a similar population of Japanese students who were divided into two groups. Answers to these questions can reveal if and how Japanese society and its educational system has changed over time with respect to *kokusaika*.

The Questionnaire

In April 1989, the questionnaire in the Appendix was administered to 105 first year economics students at Kumamoto University of Commerce (Jpn89-E for Japanese 1989 – Experience), as well as a group of 19 seniors who had participated on a seminar trip to China (Jpn89+E for Japanese 1989+Experience). See Yoneoka 1989, 1991 for details. A very similar questionnaire was administered ten years later, in May 1999, to two groups of Kumamoto Gakuen University students: one of 78 first year economics majors (Jpn99-E); these students are similar to Jpn89-E insofar as the economics department and student population have not changed greatly in10 years. The questionnaire was also given to 76 second to fourth year students in the foreign languages department (Jpn99+E).

Of the Jpn99+E foreign language department group, approximately one-third of the students were majoring in East Asian studies (Chinese and Korean) and two-thirds were majoring in English and American studies. All of the foreign language students were required to participate in a summer abroad study program in their third year. Even though this group ranked lower in traveling abroad (i.e. not all the students had been out of Japan, although most were planning to do so in the next one or two years), the latter group was considered comparable to the Jpn89+E group on the basis of their probable heightened interest in internationalism as evidenced by their choice of major.

There was very little difference in the design of the questionnaires used, with two small exceptions: (a) in question 2, the names of famous people who were rated in terms of their degree of internationalization were updated (e.g. from Reagan to Clinton), and (b) questions 12 and 13 were reformulated from ranking from 1-6 to ranking the top 3 only, as several students from 10 years ago were not able to answer the original question properly. Students were given as much time as they liked to complete the questionnaire, which was anonymous.

Results

The questionnaire provided information on both students' perceptions of what and who a *kokusaijin* is, as well as insights on how the students saw themselves in terms of *kokusaika*. In addition, students were asked to provide details about their actual international-oriented experience, which will be discussed in further detail in Yoneoka, 2000b. Comparisons of these data with similar data from the 1989 survey of students from four countries are presented in this paper.

What is a "*kokusaijin*"?

The characteristics of a "*kokusaijin*" given by the 4 groups of Japanese students in 1989 and 1999 are shown in Table 1 below in comparison with responses from students of other countries.

It is clear that the Japanese interpretation of a *kokusaijin* continues to differ from that of the other three countries and has not shifted dramatically either towards the US/Indian interpretation of an "internationally-minded person" or the German interpretation of a "weltoffener Mensch" (see Note 3 for a detailed discussion of the nuances of these terms). Language ability ranks the highest among Japanese (a response that was rarely, if ever, mentioned by students in other countries). Also, we can note that the percentage of this response increased over the ten years for both the +E and –E students. There is a longitudinal shift away from emphasis on actual experience in both pairs of students, which will be discussed at greater length in Yoneoka, 2000b. Provisionally, however, we may assume that this shift may be due partially to increased exposure and experience with international affairs.

Borrowing terminology from Bloom's taxonomy of educational objectives (1956, 1971) and Steinaker and Bell (1978), I classified eight characteristics listed in Table 1 according to three trait types: cognitive (or knowledge-oriented attributes), experiential (or experience-oriented attributes) and (affective or "heart"-oriented attributes) (see Table 2). This organization allows us to better understand the differences in the interpretations among the four Japanese groups.

First, we see that the above mentioned longitudinal shift away from experience has resulted in an increased emphasis on cognitive attributes (i.e. knowledge) for both groups as compared with 10 years ago. As for affective attributes, both groups of +E students had higher averages than –E students although the percentage of these responses did not change for either the +E or –E groups.

These results suggest a link between students who have a natural interest in international affairs (as evidenced by the choice of seminar for the 1989+E group, and the choice of major for the 1999+E group), and a higher emphasis on affective attributes relating to *kokusaika*. However, the data also indicates that there is no relationship between an emphasis on the students' emotional outlook and the increased exposure and experience that 1999 students have enjoyed in terms of JET program teachers and increased opportunities to travel abroad.

Table 1. Characteristics of the *Kokusaijin* by Country

Country condition (in order of frequency of JPN89-E response)	**Jpn89-E (N = 105)	**Jpn89+E (N = 19)	Jpn99-E (N = 78)	Jpn99+E (N = 76)	*Germany (N = 32)	*India (N = 92)	*USA (N = 95)
Knowledge of foreign language	32.5	28.9	42.86	34.78	1.2	5	8
Knowledge of world affairs (including knowledge of Japan)	21.2	8.9	19.55	22.98	0.0	16	17
Experience abroad with foreigners	23.2	20.0	15.04	12.42	2.4	2	7
Broad-mindedness	12.3	20.0	5.26	13.66	32.5	22	19
Sociability	5.4	8.9	7.52	9.32	19.3	22	17
Lack of prejudice and fear	4.4	0.0	2.26	3.11	16.9	9	8
Interest in world affairs	1.0	2.2	5.26	3.11	14.5	11	7
Interest in peace, human rights and environment	0.0	0.0	2.26	0.62	12.0	15	12

*data from Yoneoka, 1993 **data from Yoneoka, 1991

*Table 2.*Percentages of Interpretation of *Kokusaika*

Country/ condition	**Jpn89-E (N = 105)	**Jpn89+E (N = 19)	Jpn99-E (N = 78)	Jpn99+E (N = 76)	*Germany (N = 32)	*India (N = 92)	*USA (N = 95)
Cognitive (1-2)	53.7	37.8	62.4	57.8	1.2	21	25
Experiential (3)	23.2	31.1	15.0	12.4	3.6	2	7
Affective (4-8)	23.1	31.1	22.6	29.8	95.2	77	68

Table 3. Ratings of internationalization of various figures by country

Person	**Jpn89-E (N = 105)	**Jpn89+E (N = 19)	Jpn99-E (N = 78)	Jpn99+E (N = 76)	*Germany (N = 32)	*India (N = 92)	*USA (N = 95)
Soviet prime minister	7.5	7.1	5.3	6.6	7.7	8.4	6.5
US President	7.5	7.1	8.1	7.1	5.0	7.3	6.5
Iranian and Iraqi leaders	5.0	5.5	5.2	5.1	1.0	3.0	3.2
Japanese prime minister	4.3	3.9	5.3	5.3	6.1	7.8	6.5
Famous personalities (average)	6.0	5.2	4.9	5.5	2.6	5.5	5.3
Foreign language teacher	4.2	5.1	4.7	4.6	6.0	3.9	6.1
Father	1.9	1.2	1.7	2.2	7.6	5.7	4.7
Self	1.6	1.9	2.1	2.9	7.5	4.5	5.8

Who is a "*kokusaijin*"?

Students were asked to rank themselves, their high school foreign language teachers, and their fathers with respect to *kokusaika*, along with noted political figures and personalities. On a scale of 1-10, the averages that resulted were as shown in Table 3.

Table 3 shows that self-evaluation has improved slightly in ten years for both the JPN99+E and –E groups; however, Japanese students continue to rate themselves (and especially their fathers) much lower than famous politicians or personalities. Even the Iranian and Iraqi leaders Khomeini (1989 survey) and Hussein (1999 survey) were viewed as being more international, which was not the case for foreign students. The evaluations of father and self by Japanese students in 1989 and 1999 are lower than those given by students in other countries.

This trend may partially be attributed to Japanese *kenson* (humbleness), but it also indicates a link with the expectations of knowledge and experience vs. students' emotional outlook when we look at the data of the other three countries. Thus, for each country, students tended to evaluate themselves lower when they placed more emphasis on knowledge and experience. Nevertheless, the slight rise in self-evaluation over 10 years in both Japanese groups may be due to the possibility that increased experience with foreigners and international travel, to some extent, has been of some benefit in developing increased confidence with respect to self-internationalization.

Student attitudes towards *kokusaika*

Several questions were asked regarding student attitudes towards *kokusaika*, and the averages are shown in Table 4. First, regarding the question "At present, how much do you feel the need to be internationalized?", the percentages of students responding either 'rather strongly' or 'very strongly' differed greatly between the two Japanese student groups: both of the +E groups showed a much higher desire to internationalize (84% and 87% respectively) than their –E peers (39% and 44% respectively). These averages were near 70% for the other three countries.

Table 4 also reveals that Japanese students believe that they have less personal influence on their own international development as compared with German, American, and Indian students. This may be due to students assuming that they cannot be responsible for such a demanding task as internationalizing oneself in terms of knowledge and experience, especially when the passive aspect of the *kokusaika* process is taken into account (cf. Note 2).

Table 4. Percentages of student responses to questions regarding attitudes towards *kokusaika* and foreign countries

Country/ condition	**Jpn89-E (N = 105)	**Jpn89+E (N = 19)	Jpn99-E (N = 78)	Jpn99+E (N = 76)	*Germany (N = 32)	*India (N = 92)	*USA (N = 95)
Desire to internationalize	39	84	44	87	71	70	70
Personal influence on internalization	2.0	4.0	3.4	4.4	7.2	7.6	6.2

However, it is noteworthy that the averages for Japanese students rose in 10 years (by almost 1.5 points for the –E groups) and that, again, the +E students of both generations show higher averages than the –E groups.

Discussion: Being a *kokusaijin* vs. being Japanese
Sugiyama (1992) makes a useful distinction between three different levels of *kokusaika*—national, organizational and individual. The meaning of *kokusaijin* is intuitively related to the individual; however, like the Japanese students in our survey, Sugiyama defines this level in terms of knowledge rather than affective responses: "It entails the extent of knowledge of foreign languages and foreign countries; adaptability to life in foreign countries; and acquisition of the sensitivity, linguistic capabilities and other abilities necessary for international experiences" (Sugiyama, 1992, p. 73). It is clearly in terms of the "sensitivity and other abilities," almost relegated to the status of an afterthought by Sugiyama, that the Japanese *kokusaijin* differs from US and Indian "internationally-minded people" and German *weltoffene Menschen*.

Thus, it is clear that the current Japanese conceptualization of being international tends to place less emphasis on affective attributes than in the other countries surveyed. As mentioned in the introduction, the *kokusaika* introduced in school curricula was meant not only to internationalize, but also to Japanize, i.e. to advance "the development of awakening as a Japanese" (Ishii 1996, p. 237). Smith goes so far as to say that what Japan meant by *kokusaika* in the past decade was actually "a revived nationalism it feared the world (especially its neighbors and the Americans) would not accept" (Smith, 1997, pp. 32-33).

We also see an emphasis on "being Japanese" in that fact that a large proportion of students from each Japanese group regards "knowledge of Japan" as an integral part of a *kokusaijin*. When asked about their reasoning for this response, many students related imagined or actual experiences of potentially embarrassing situations, which involved not being able to correctly answer questions by foreigners about various aspects concerning Japan and Japanese culture.

Knowing a lot about one's own country seems to be an aspect peculiar to the concept of *kokusaijin* since it does not appear at all in the data of the other three countries. Indeed, it is difficult to imagine an American being overly embarrassed at not being able to answer questions about John Wayne movies or Dixieland jazz. Many Japanese, however, feel shame if they cannot name a Kurosawa film or explain *gagaku* (traditional Japanese court music) to a foreigner, even if they feel no particular interest in the topic. However, they would probably not feel the same pangs of embarrassment about not being able to discuss such topics with their Japanese peers.

Part of this emphasis on knowledge of Japan seems to be due to confusion between modern culture (e.g. PHS and *purikura*), which students *do* know, and cultural heritage (as in the examples above), which students *think* they *should* know. However, it is also closely connected with what I have referred to in previous studies as the "*uchi-soto* (inside-outside) wall" (Yoneoka, 1999), or the largely self-induced "island mentality" which emphasizes an inherent difference between Japanese people and the rest of the world. This mentality itself is part and parcel of the Japanese cultural heritage with its historical background of *sakkoku* (closed country), and is integrally bound up with what is often referred to as "Japanese identity."

In one sense, this "inside-outside" mentality may a role in the perpetuation of Japanese group consciousness, but on the path to internationalism it can only be regarded as a roadblock. The key to mutual respect and tolerance for cultures and people throughout the world is the recognition of our differences while acknowledging the underlying universality of mankind. Both types of acceptance are necessary—either one alone is bound to lead to discrimination and ethnocentrism.

In Japan today, however, sensitivity training, with respect to disabled and other groups that have traditionally been victims of discrimination in Japan, is receiving more and more attention in primary and secondary education in recent years. Placed within

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the contexts of *ijime* (bullying) and *tokokyohi* (refusal to go to school), recent curriculum revisions have dictated the inclusion of courses in "morals and ethics" (*dotoku*) at elementary and junior high school levels. With the inclusion of such courses, both teachers and students should be able to develop heightened sensitivity in exactly the affective areas that are lacking on the questionnaire: broadmindedness, lack of prejudice, tolerance, and a healthy respect for peace and human rights. However, whether such training is being applied to multicultural contexts, or whether it will transfer naturally, remains to be seen.

Conclusion

The Japanese image of a "*kokusaijin*" continues to differ from that of other countries in that it stresses experience and cognitive attributes (i.e. knowledge of language and international affairs) over affective or heart-oriented attributes. This may not be an irreversible situation, however. If educators decide this trend needs to be corrected, direct training in cross-cultural sensitivity should form part of the schoolchild's elementary school curriculum. Efforts should be made to place emphasis on human similarities first, then differences. It is hoped especially that such issues will form part of the new English and cross-cultural curriculum planned for introduction into elementary schools by *Monbusho* in 2002. Whether this curriculum can successfully achieve this goal, and whether such efforts will have the effect of emphasizing affective attributes in its interpretation of *kokusaijin*, however, will remain to be seen.

***Judy Yoneoka** has been teaching English language, linguistics and cross-cultural education in Japan for almost 20 years. Her research interests include computers and the Internet in language education, World Englishes, and corpus linguistics. She currently resides in Kumamoto, Japan. judy@kumagaku.ac.jp*

Notes

1. Horvat points out that "cosmopolitan" means "someone who speaks several languages and knows a lot about foreign countries and cultures" whereas kokusaijin "may be an ordinary person with a flexible and open personality." (1998) This may be a bit of wishful thinking on his part. Results of the present survey show that the actual image of a kokusaijin is closer to Horvat's definition of "cosmopolitan" than he himself seems to believe.

2. For example, Ehara (1992: p. 272) notes the definition of *kokusaika* in Shogakukan Kokugo Daijiten (1981) as *sekai ni tsuyo suru you ni naru koto*, or "the process of becoming accepted by the rest of the world." The passivist slant of kokusaika was also noted by Pape (1998) in his discussion of Japanese industrial economy: " the Japanese mainstream understanding of internationalization or '*kokusaika*'-is still too passive to lead to any pro-active input into the multilateral system which would help it also to encompass the particularities of the internal workings of their naturally very Japanese society."

3. The English and German responses, then, rather than representing differences in interpretation of terminology, may be interpreted as representing a difference in worldview, perhaps one due to a higher rate of actual international experience. This possibility forms the basis of the "heart-shift hypothesis" to be discussed in Yoneoka (2000b). According to this hypothesis, a realization that kokusai ishiki is an integral part of a *kokusaijin* should come about as a result of increased international experience.

The term "international mindedness" is also used in Sugiyama (1992, p. 76ff) to translate a Japanese term used in the context of a survey by the Japanese Government. The survey found an increase in citizens who responded that 'Japan should think of how it can contribute to the international community' over "Japan should protect its own interests first" and concluded that there was a higher level of "international mindedness" in Japan than in previous years. The Japanese term is not given in the paper, but it is clear that this usage is a political rather than a personal one.

4. However, there is a Kumamoto language school that still uses the following slogan "become a *kokusaijin*."

5. The two universities Kumamoto University of Commerce and Kumamoto Gakuen University are the same: the name was changed from the former to the latter in 1994. At the same time, a foreign language department was created, from which came the second group of students who participated in the 1999 study. The nature of the economics department was not altered by the change.

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Appendix

Questionnaire on Internationalism

1. What do you think are the qualities of an "internationally-minded" person? (write up to 3)

2. From 1 to 10, how would you rate the following people as "internationally-minded" people? (1= not at all international, 10= completely international)
   2.1) India's present Prime Minister ____
   2.2) Present US President ____
   2.3) Present USSR President ____
   2.4) Present Iraqi Leader ____
   2.5) US rock star Michael Jackson ____
   2.6) Your foreign language teachers (average) __
   2.7) Your father ____
   2.8) Yourself ____

3. Have you ever spoken to a foreign person?
   3.1) Never
   3.2) Only through school
   3.3) Personally 1-2 times
   3.4) Personally many times

4. Have you ever spoken to a Japanese person?
   4.1) Never
   4.2) Only through school
   4.3) Personally 1-2 times
   4.4) Personally many times

5. Have you ever been abroad?
   5.1) YES (where?) ____
   5.2) b) NO

6. Would you like to go abroad (again)?
   6.1) YES (where?) ____
   6.2) b) NO

7. Have you ever written a card or letter abroad?
   7.1) Yes, to a foreigner
   7.2) Yes, to a fellow national abroad
   7.3) Yes, to both
   7.4) No, never

8. Have you made an international telephone call?
   8.1) Yes, to a foreigner
   8.2) Yes, to a fellow national abroad
   8.3) Yes, to both
   8.4) No, never

9. Do you have any foreign friends?
   9.1) NO
   YES (what nationality(ies)?) ____

10. At present, how much do you feel the need to become "internationally-minded"?
   10.1) Not at all
   10.2) A little
   10.3) Rather strongly
   10.4) Very strongly

11. At present, how do you feel about foreign languages? (circle all that apply)
   11.1) I like them.
   11.2) I don't like them.
   11.3) I'm good at them.
   11.4) I'm not good at them.
   11.5) I need to study more.
   11.6) I don't need to study more.
   11.7) I'm interested in learning to speak, but not studying grammar.
   11.8) Free comments
   (____)

12. In your life, who do you think has been the most influential in expanding your international mindedness? (Rank in order from 1=least influential to 6=most influential)
   12.1) Teachers of foreign languages ____
   12.2) Teachers of politics/economics ____
   12.3) Teachers of social studies/history ____
   12.4) Teachers of ethics/religion ____
   12.5) Your parents ____
   12.6) Yourself ____

13. In general, who do you think should be the most influential for cultivating international mindedness? (Rank in order from 1=least influential to 6=most influential)
   13.1) Teachers of foreign languages ____
   13.2) Teachers of politics/economics ____
   13.3) Teachers of social studies/history ____
   13.4) Teachers of ethics/religion ____
   13.5) Your parents ____
   13.6) Yourself ____

THANK YOU FOR YOUR COOPERATION!

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A Computer-Based Vocabulary Resource Database for JSL/EFL Education

Richard Gilbert
Matsuno Ryoji
Prefectural University of Kumamoto

最新の圧縮やストリーミング技術のアプリケーションによって、初級日本語学習者と英語学習者のためのバイリンガル語彙データベースが可能になった。JSL/EFL語彙データベースプログラムにより、初級日本語学習者と英語学習者の語学学習が促進され、多くの教育環境に簡単にアクセスできる2言語インターフェースが提供されるのである。

Through the application of recent compression and streaming technologies, the development of a bilingual vocabulary database for beginning students of Japanese or English is now feasible. Some of the goals embodied in developing this JSL/EFL *Vocabulary Database Program* are to accelerate and enhance language learning for beginning students of Japanese or English, and to provide a dual-language interface that can be easily accessed in a multiplicity of educational environments. As multimedia technologies, computer speed, Internet bandwidth and storage options evolve, uniquely powerful multimedia educational tools become easier to design, implement, and utilize. A multimedia resource database such as the *Vocabulary Database Program* is able to provide novel functions and creative options for learning. By applying multimedia-streaming technologies and or DVD/CD-ROM implementations, worldwide access and distance learning can become educational options.

Developing a Bilingual Multimedia Vocabulary Database

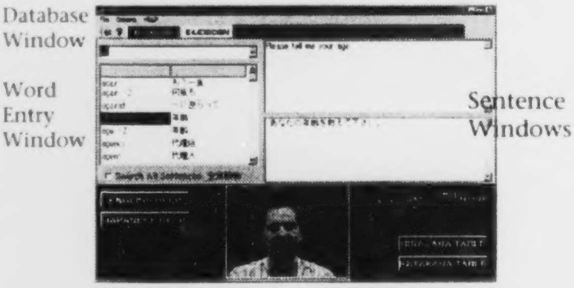
In recent years, multimedia technologies and the Internet have rapidly evolved, while at the same time computers have become much more powerful and affordable. Worldwide, millions of new computers are entering classrooms and homes each year. As the next century approaches, it has become possible for the first time to design and implement bilingual multimedia resource databases that provide both video and audio for each word entry and demonstration sentence contained in the database. Previously, such a program was impractical, due to storage and speed limitations. Making use of new compression and streaming technologies, we are developing a bilingual resource database for beginning students of Japanese or English. The bilingual multimedia vocabulary database program (MVDP) can be accessed through a LAN, the Internet or CD/DVD-ROM. Utilizing various modes of implementation allows for numerous user and teaching options, such as academic classroom use, distance learning, and worldwide access through the Internet. Program software allows the database to be accessed and searched by several methods, including: (a) word entry, (b) partial-word entry, (c) jump searches and jump searches across languages, (d) lexical category searches, and (e) lexical correspondence searches. It also allows for text search-strings to be entered in roman, kana, and kanji characters.

We first began the MVDP project in order to provide a basic vocabulary resource that would be convenient and easy to use for beginning students studying either the Japanese or English language. With regard to English-speaking learners of Japanese (JSL learners), Japanese words and sentence text appears in a typical kana and kanji written style. This benefits JSL learners by providing accurate examples of writing. JSL learners will often have trouble deciphering kanji pronunciations, therefore, a "furigana" system of kanji pronunciation is provided—whenever the student performs a mouse-over of the kanji contained in a word entry or sample sentence, the kana associated with the kanji appear in a small box above the kanji. Thus, a JSL student without the ability to read kanji is able to acquire the proper kanji pronunciations. JSL learners need only be familiar with the hiragana script. With regard to Japanese learners of English (EFL learners), these students will benefit from associating written English, with its many spelling idiosyncrasies, to the spoken word. English pronunciation can be aided by playing multimedia clips that demonstrate a native-speaker's mouth-movements and intonation. We feel that a multimedia resource database incorporating these design features can make a contribution to language education and provide new and enjoyable learning opportunities for students while also enabling teachers to develop strategies that incorporate computer-aided education into course curricula.

Currently, we are in an initial stage of development. After researching a number of word-frequency resources, we have developed a database that approximates the 2000 most frequently used English words (see Proctor, 1978). We have added an additional database list of some 225 words and sentences related to computers and information technology. Each English word entry has been matched with a synonymous word in Japanese. A sample sentence using the word, in both languages, has been composed. Thus, each bilingual entry represents an English/Japanese word-pair and sentence-pair with nearly identical meanings mirrored between the two languages. After locating an entry, a user can optionally read, hear and or view a multimedia demonstration of the word or sentence, in either language. Additionally, lexical searches can find words of similar lexical definition, or a user can find new words through lexical correspondence.

We have designed the user interface of the MVDP to be as easy to use as possible, so that an EFL/JSL student can devote his or her main energies to associated learning tasks, rather than struggling with a computer interface. If students were forced to spend large amounts of time in learning a software package, it is likely that it would rarely be accessed. We have planned our program strategy to provide for multimodal user searching via an easy, comprehensible program interface. Below is an illustration of the main program window. We will describe the bilingual MVDP in more detail in the following section.

Fig 1. Bilingual Vocabulary Database Program
Main Window; Description of MVDP functions



A First Look

The multimedia vocabulary program is composed of two primary interface windows, the main window, above, and the lexicon window, illustrated in "Lexical Category Searches," below.

Topic 1. Within "How to use this dictionary," English users will find important setup information, such as where to locate and download the Japanese language pack freeware support associated with the Microsoft Internet Explorer 4/5 browser (IE-4/5). This software, which is easily installed, will allow non-Japanese Windows 95/98 OS systems to read and input Japanese characters. In this situation, the multimedia vocabulary database is set up as a web site on a server, and can therefore be accessed through a student's web browser software.

Topic 2. "What is kana?" is provided to explain the kana scripts and indicate the need for hiragana knowledge—a requirement for reading kanji pronunciations. Generally speaking, students who are using the database to increase Japanese vocabulary knowledge will likely either be studying, or will have previously mastered hiragana. This section also refers users to educational materials for learning kana, and directs the user to the two buttons on the lower-right side of the GUI window: "Hiragana Table" and "Katakana Table." Pressing either button reveals the respective kana chart, with pronunciation guides annotated in romaji (roman letters).

Topic 3. "Dictionary Functions" describes basic dictionary usage functions, as described just below in "Japanese Help": The "Japanese Help" button is a mirror of the afore-mentioned Topic 3 "Dictionary Functions" in the "English Help" section. Topic 3 provides information relating to these dictionary functions: (a) word entry, (b) partial-word entry, (c) jump searches and jump searches across languages, (d) lexical category searches, (e) lexical correspondence searches, (f) other features.

Word entry

The word entry window on the upper-left side allows users to type in words. When a word is typed in Roman letters, English words appear in the database window on the left side, with Japanese translations on the right, parallel to the English entries. The reverse is true for words entered in kana or kanji. Single-clicking on any word entry displayed in the database window allows for use of the multimedia tools. By pressing either the "Sound" or "Movie" buttons, the user can hear and or see the selected word spoken. If a film clip or sound file has not been associated to the entry, the "Sound" or "Movie" button will not automatically highlight. Double-clicking on any word in the database first highlights the field (single-click), then (double-click), displays the sample sentence-pair within the sentence windows located on the center-right side of the GUI. If an English word is double-clicked, an English sentence appears in the top window. The reverse happens when a Japanese word is double-clicked. Clicking anywhere in a sentence allows that sentence to be heard and/or seen, when the "Sound" or "Movie" buttons are pressed. These buttons are located just below the sentence windows. A Quick-Time video clip can be seen playing, bottom-center, in the "Main Window" illustration.

Partial word entry

Letters, kana and or kanji representing partial word entries can be entered (in a manner similar to "Word Entry," above), and the program will display all the words in the database that contain letters matching the entry. Entries containing (?) and (*) can be used in making partial word-searches, where (?) represents a single unknown roman letter, kana or kanji, and (*) represents an indeterminate number of characters. So typing "a*ment" will find both "Argument" and "Agreement." Typing "A???ment" will only find "Argument." Typing the letter "a" will find all English words beginning with "a": typing hiragana "ka" will find all Japanese words beginning with the character "ka." Typing (hiragana) "*ka" will find all Japanese words containing the character "ka" somewhere within the word. The program works in a similar fashion for kanji. The program is not case sensitive.

Jump searches & jump searches across languages

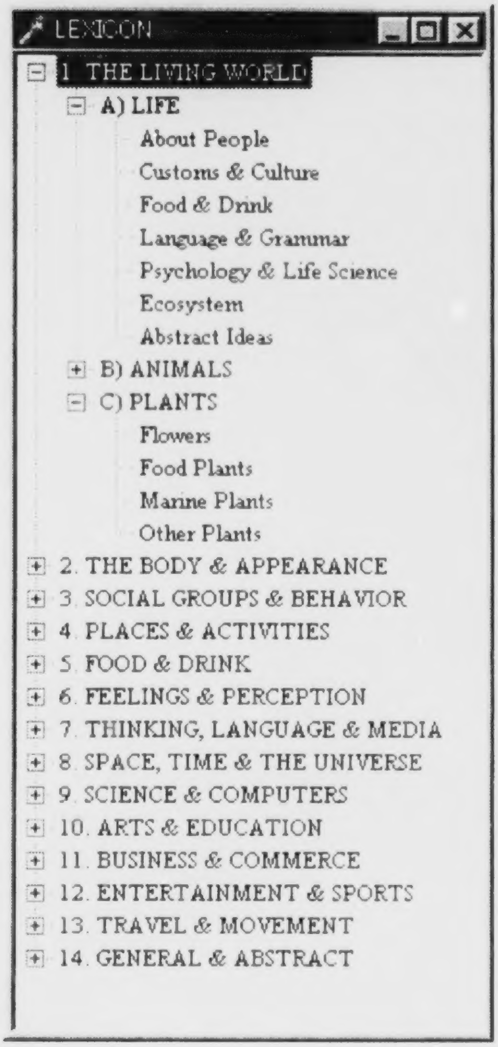
Jump searching can occur in a number of ways. Often a jump search will occur when a user wants to find a translation for an unfamiliar word occurring within a sample sentence. Whether in Japanese or English, one or any number of consecutive kanji, words, or letters, can be highlighted. Right-clicking within the highlighted area brings up a menu. Choosing "Search" allows you to search for all entries that match the highlighted section. If the "Search All Sentences" box is checked (located just below the database window), all sample sentences containing that word (or kanji, or phrase) are searched for, and the sentence-selection results are displayed in the sentence windows. Importantly, if the "Search All Sentences" box is checked, the user can locate all sentences within which any word in the database is to be found—the user simply highlights a word, right-clicks the mouse, and chooses "Search." All sentence-search results will be displayed in the sentence windows. Within English sample-sentences, double-clicking on any English word highlights it.

When jump searching across languages, a student may start with an English word lookup, then find a Japanese sentence that mirrors the English sentence. Examining the Japanese sentence, the student sees an unfamiliar word, highlights it, searches, and finds the translation of that word in English. Finally, the student can observe an additional usage of the new word by examining the sample-sentences that accompany the new word, in the database.

Lexical category searches

The bilingual resource database contains two mirror-lexicons. Pressing the "J-LEXICON" button on the toolbar activates a pop-up window, with the lexicon list appearing, as on the figure to the right, though in Japanese. Pressing the "E-LEXICON" button causes the pop-up menu list seen at the right to appear. The lexicon has three hierarchical levels, which can be opened and closed by clicking in the associated squares to the left of the major categories. In the figure to the right, the tripartite hierarchical levels are shown for "1. THE LIVING WORLD," which is one of 14 global categories. Within this category," the second-order categories are "A) LIFE," "B) ANIMALS," and "C) PLANTS." By double-clicking on any of the third-order categories (visible beneath "A) LIFE," and "C) PLANTS"), the chosen category is moved to the word entry window (within the main window), and the word-lists associated with the lexical category appear in the database window. The bilingual vocabulary database lexical categories, originally inspired by the *Cambridge English Lexicon,* have been simplified, condensed, and lexically altered in order to suit the needs of second-language beginners. The lexicon lists can be accessed through the "Options" pull-

Fig. 2. *Lexicon Window*



LEXICON

- 1 THE LIVING WORLD
  - A) LIFE
    - About People
    - Customs & Culture
    - Food & Drink
    - Language & Grammar
    - Psychology & Life Science
    - Ecosystem
    - Abstract Ideas
  - B) ANIMALS
  - C) PLANTS
    - Flowers
    - Food Plants
    - Marine Plants
    - Other Plants
- 2. THE BODY & APPEARANCE
- 3. SOCIAL GROUPS & BEHAVIOR
- 4. PLACES & ACTIVITIES
- 5. FOOD & DRINK
- 6. FEELINGS & PERCEPTION
- 7. THINKING, LANGUAGE & MEDIA
- 8. SPACE, TIME & THE UNIVERSE
- 9. SCIENCE & COMPUTERS
- 10. ARTS & EDUCATION
- 11. BUSINESS & COMMERCE
- 12. ENTERTAINMENT & SPORTS
- 13. TRAVEL & MOVEMENT
- 14. GENERAL & ABSTRACT

down menu, or by right-clicking the mouse, and choosing "J-LEXICON or E-LEXICON from the mouse menu.

Lexical Correspondence

Lexical correspondence allows the user to associate any word in the database to other, lexically related words. By highlighting and right-clicking on the chosen word, a menu appears which allows the user to choose "Lexical Search." After making this choice, the program automatically puts the lexicon category title in the word entry window, and the search-word will be found beneath, still highlighted, and within the listing of lexically related words in the database window. Double-clicking on other words in the lexical list causes sample sentences to appear in the sentence windows.

Other functions

The "Options" pull-down menu contains a "Dictionary" tab. When selected, a default folder opens, which contains the database files used by the bilingual vocabulary database. The user can selectively load one or more databases into the program. Currently, there are two database files that have been created: the "word-frequency" database and the "information technology" database; both can be loaded concurrently. The mouse right-click menu contains "Copy" and "Paste" functions, allowing the user to move information within the bilingual vocabulary database and to other programs, if there is associated language support. The "File" pull-down menu contains an "Exit" tab, which closes the program.

Pilot Study

In a pilot study, a group of six false-beginner level EFL students were given CD-ROM copies of the MVDP to test for a period of two months. The students were third-year undergraduates studying in the Liberal Arts (Sogo-Kanri) faculty of The Prefectural University of Kumamoto, Kumamoto, Japan, and involved in a seminar on information processing. The use of the MVDP was not a requirement for the seminar, and the seminar grading process was not based on the respondents' answers or ability to utilize the MVDP. At the end of the trial period, students were interviewed, and anecdotal information was gathered. Subsequent studies, with larger groups and controls will need to be carried out at some stage in the future. Students were asked how they liked the program, useful features, problems, areas for improvement, desired features, and whether the program would be valuable for studying English in a college classroom setting.

All of the students found the program easy to use, and they generally liked (a) the ease with which search words could be entered, (b) the mirrored (audio-visual, where applicable) means of bilingual presentation, and (c) the lexicon search function. The most useful feature reported was the ability of the MVDP to play QuickTime video of English words. Being able to hear, see, and repeat a native speaker's pronunciation of terms instilled confidence. The second most useful feature was the presentation of bilingual sentences, combined with the ability to easily search terms within the English sentence. Frustrations were most evident concerning the small size of the database, and the lack of additional usage variations for some individual entries. Another area of frustration concerned the lack of portability of computer-based media. Along with requests for database expansion, suggestions for improvements included the addition of voice synthesis for all the sentences presented, in both Japanese and English, as a useful tool for study. Students felt that with improvements, and especially within classes that utilized computer-assisted language learning (CALL) EFL materials, the program would be quite helpful.

We would concur with the survey results that the area most in need of development to make the MVDP a useful educational tool is the expansion of the database. It must be admitted that creating bilingual sentences with mirrored meanings for each usage of each entry is slow going, requiring many hours of preparation and quality control through independent critical analysis of usage sentences. As well, portability is always an issue with CALL media. We do expect that in the next few years students will be able to enjoy several novel portable computing options, for instance E-Book notebooks, or other, similarly advanced, PDA devices. Such devices will likely become available and more affordable (or free) for students, in the near future. In (LAN-based) business environments and for autonomous (or distance learning) home study, portability is less of a concern; the MVDP runs easily on laptop computers. In response to student input, we are currently developing voice synthesis modules that can synthesize speech, in either Japanese or English, for any highlighted word, phrase, or sentence within the MVDP program.

Conclusion

There are several excellent bilingual translation dictionary software packages now available in the marketplace. Nearly all of these programs are designed primarily for Japanese speakers learning English. Even considering the high cost of some of these programs, a database containing hundreds of thousands of words, and including all common word usages, will likely be preferred for the more advanced language student. Unfortunately, as these programs include kana and kanji symbol processing, they are unable to run on non-Japanese platforms, and cannot be implemented over a LAN or the Internet. This situation effectively limits the JSL student to running these programs only on Japanese-only OS systems, thus forestalling access to such programs. A great advantage of the MVDP is that it can be implemented through Internet browser software, and allows for use of the MS IE-4/5 Japanese Language Pack freeware. Thus, JSL language-learners may effectively study Japanese from almost any location in the world, and on any Windows 95/98 platform. Another advantage of the MVDP, particularly for the EFL student, lies in its mode and means of presentation. Multimedia integration allows for pronunciation practice and visual reinforcement to be included concurrently with semantic acquisition.

In the future, we plan on adding further database resources, including a matching list of the 2000 highest-frequency Japanese words, multiple examples of word usage, enhanced search capabilities, and additional means allowing for user-customized additions to the database. Most importantly, we are planning to continue building our database to incorporate a much greater number of word entries and word usages. As Internet connection speeds increase around the world, it will become possible to develop and implement more dramatic and lengthy bilingual multimedia presentations; we also plan on including typical dialogues enacted in situational-functional contexts, at a future date.

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***Richard Gilbert** received his Ph.D. in Poetics and Psychology from The Union Institute, Cincinnati, Ohio, in 1990. He has been teaching ESL at the college level in Kumamoto, Japan, for three years. His research interest is mainly focused on two areas: developing CALL ESL/JSL software, and English and Japanese haiku studies related to ESL education. <http://ww7.tiki.ne.jp/~gilbert/research.htm> <richard_gilbert@email.com>*

***Matsuno Ryoji** received his Master's Degree in Electronic Science from Kumamoto University, in 1974. He has been a professor in the Faculty of Administration at the Prefectural University of Kumamoto for the past six years, and has been teaching at the university level for over 25 years. His main area of research concerns the authoring of computer-based educational multimedia and multimedia systems. <matsuno@pu-kumamoto.ac.jp>*

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中学生の英語授業活動に関する因子分析的研究

多良　静也
高知大学

兼重　昇
兵庫教育大学

I．はじめに

英語授業（以下、授業と略す）を取り巻く環境は、学習者、教材、英語教師（以下、教師と略す）の3つを柱に多種多様な要因が絡まっている（金田，1986）。したがって授業改善において、ある一つの方法を採用すればすべての問題が解決するというような特効薬は存在しない（斉藤，1996）。この複雑な状況下で教師は「英語を学習・習得してほしい」「授業を楽しんでほしい」と願い、より良い授業を求めて自己評価や生徒からの評価などを参考に改善策を探すのである。

本研究もそのような改善策を得るために、特に授業で扱われる英語授業活動（以下、活動と略す）に焦点をあて、中学生が選択する活動はどのような因子で規定されているのか、また抽出された因子は学年間で差があるのかを明らかにしていくことを目的とする。

II．より良い授業の探求と活動への焦点化

授業改善を目指す場合、直接資料や間接資料を得ることで改善の方法を見いだすことができる。これまで授業改善を目的として中学生、高校生を対象とした調査が報告されている。その一つが生徒の学習意識である。生徒がどのようなレディネスを持っているのかを調べることは授業の前段階として大切な作業である。学習意識を調査した代表的なものは、松浦他（1997）であろう。これは1966年から約10年毎に全国の高校生が英語学習に対してどのような意識を持っているのかを調査したものである。

確かに学習において動機づけされていることは大切である。すべての生徒の動機づけが高いことが理想だが、授業では動機づけの低い生徒がいることも事実である。したがって教師は生徒が楽しみながら学習できるよう、また英語を好きになってもらうように方向づけしていかなければならない。その方向づけを手助けしてくれるものが活動である。

活動は動機づけされている生徒も動機づけされていない生徒も授業では全員が参加する。英語が好きな生徒でも楽しくない活動には興味を示さないであろうし、嫌いな生徒でも楽しい活動には積極的に参加するということは経験的にも明らかである。また活動は教師が少しの工夫で大きく改善できるものである。このことから生徒がどのような活動を欲しているのかを調査することは授業改善のための資料を提供するという意味で不可欠であると思われる。

活動に関する調査報告としては除川(1991)、太田(1998)、北原(1995)などがある。除川は中学生、高校生1,316人を対象に今後の授業に望むことをテーマの一つとしてアンケート調査を行っている。その結果、中学生、高校生は文法訳読中心の授業ではなく音声中心の授業やALTとの授業を望んでいることが示唆された。また太田はsuccessful learnerは英語学習においてどのような活動を効果的であると考えているのかを調査している。結果はsuccessful learnerは、発音では英語の歌を真似したりＡＬＴからの発音指導といった学習法、単語・連語・熟語の学習では単語カード、ペアワーク、スピーチなどを通した活動が役に立ったと報告している。そして北原は学期毎に授業アンケートを実施し生徒の意見を取り入れることで興味関心を引く授業実践を試みている。これらの報告から言えることは、活動は「楽しい」「わかる」授業のための重要な要素であり、そのためには生徒の声も取り入れていく必要があるということである。

本研究では中学生の活動選択がどのような因子に規定されているのか、また抽出された因子に学年差は認められるのかを統計手法を用いて明らかにしていく。

III．調　査

1．予備調査

本調査用アンケート項目を精選するために、中学生110名、高校生57名、大学生（大学院生も含む）15名、英語教師18名の合計200名に対して、「どのような活動を望むか」「どのような活動が効果的だと思うか」といった自由記述のアンケートを行った。中学生だけではなく高校生以上の回答者を設けた理由は、過去に受けてきた授業を振り返ってもらうことで、より多くの活動を質問項目として洗い出せると考えたためである。回収されたアンケートから活動に関する記述のみをまとめて本調査用アンケート項目を作成した。

2．本調査

本調査の目的は、中学生の活動選択がどのような因子に規定されているのか、また抽出された因子に学年差は認められるのかを因子分析、一元配置分散分析を用いて調査することである。

被調査者の選別については、本来ならばランダムサンプリングが理想であろうが、調査者の出身中学校や関係校に絞り、できるだけ多くの被調査者を集めることとした。その後、調査許可を頂いた中学校（高知県、佐賀県、大阪府、奈良県、山口県、京都府）の生徒712名にアンケート用紙及び回答用紙を送付した。

回答方法は各設問の活動を望むか望まないかを1「まったく望まない」から5「強く望む」の5件法を用いて回答してもらった。被調査者の内訳は、中学1年生358名、中学2年生223名、中学3年生128名であり、そのうち欠損値などを除く完全データ550名（1年生265名、2年生174名、3年生111名）が分析の対象となった。データはSPSS 10.0 for Windows及びExcel統計97で分析を行った。

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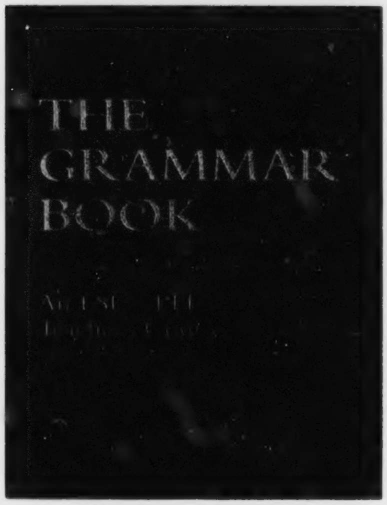

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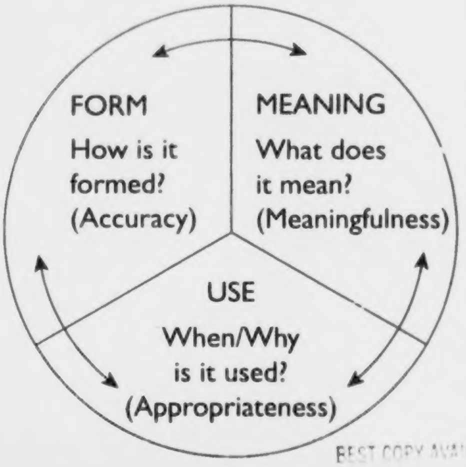
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How is it formed? (Accuracy)
MEANING
What does it mean? (Meaningfulness)
USE
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IV 結果と考察

1．因子分析

一般化された最小二乗法を初期解推定に用いて因子分析を行った。固有値およびスクリープロットの結果から因子数を想定し、バリマクス回転後の解釈可能性によって4因子解を適当と判断した。回転後の因子負荷量を表1に示した。第1因子は16項目、第2因子は5項目、第3因子は5項目、第4因子は6項目から構成され、この4因子で全体の分散の38.948%が説明されている。

変数		因子1	因子2	因子3	因子4	共通性
Q40	英語圏の人々と手紙のやりとりをする	**0.703**	0.182	0.061	0.009	0.531
Q34	英語で手紙を書く	**0.658**	0.38	0.07	0.038	0.584
Q41	外国人留学生と一緒に勉強する	**0.641**	0.064	0.093	0.043	0.425
Q39	修学旅行で直接海外へ行き英語圏の文化に触れる	**0.602**	-0.124	0.151	-0.042	0.402
Q10	空港のアナウンスなど生の英語を聞く	**0.542**	0.086	0.087	0.086	0.316
Q19	英語劇を行う	**0.526**	0.435	0.017	0.038	0.468
Q38	インターネットを利用する	**0.512**	-0.119	0.127	-0.004	0.292
Q30	教科書以外の英語で書かれたものを読む	**0.489**	0.366	0.138	0.096	0.401
Q42	ALTから英語圏の文化などを話してもらう	**0.488**	0.193	0.162	0.149	0.308
Q33	自分の書きたいことを英語で表現する	**0.486**	0.352	0.175	0.044	0.393
Q20	映画の主人公やニュースキャスターの真似をする	**0.472**	0.413	0.015	0.023	0.394
Q13	英語の音楽を聴く	**0.469**	0.089	0.049	0.17	0.259
Q21	日常会話用いる英語表現を学習する	**0.465**	0.213	0.347	0.041	0.384
Q37	英語圏の人々の文化(生活習慣や礼儀作法など)を学習する	**0.463**	0.254	0.079	0.09	0.293
Q16	英語の歌を歌う	**0.452**	0.298	0.015	0.165	0.321
Q5	ALTの発音を聞き取る	**0.441**	0.031	0.173	0.123	0.241
Q28	教科書の英文を個人で音読する	0.143	**0.688**	0.124	0.081	0.516
Q8	一人一人発音練習する	0.039	**0.621**	0.122	0.079	0.408
Q35	英語で日記を付ける	0.392	**0.56**	0.092	0.79	1.1
Q9	先生が一人一人の発音をチェックし矯正してくれる	0.252	**0.547**	0.195	0.052	0.403
Q29	教科書の英文を個人で速読する	0.114	**0.453**	0.103	0.249	0.291
Q23	新出語句・重要表現を説明してくれる	0.171	0.161	**0.819**	0.12	0.74
Q24	文法を詳しく説明してくれる	0.175	0.119	**0.706**	0.138	0.562
Q22	単語の意味を説明してくれる	0.131	0.102	**0.663**	0.214	0.513
Q25	教科書の全訳を授業で説明してくれる	0.072	0.069	**0.431**	0.415	0.368
Q32	与えられた日本語を英語に訳す	0.209	0.197	**0.381**	0.165	0.255
Q11	教科書付属のテープやCDの英語の発音をまねる	0.082	0.078	0.151	**0.614**	0.413
Q4	日本人英語教師の発音をまねる	-0.069	0.1	0.045	**0.601**	0.378
Q6	テープやCDなど(教科書付属以外)の英語の発音をまねる	0.172	-0.009	0.053	**0.49**	0.273
Q7	クラス全員で発音練習をする	0.033	0.001	0.064	**0.488**	0.243
Q27	教科書の英文を音読する	0.13	0.189	0.157	**0.465**	0.293
Q12	ALTの発音をまねる	0.083	0.295	0.251	**0.395**	0.313
	寄与率	24.218	7.078	4.236	3.416	38.948
	Cronbach α	0.896	0.731	0.792	0.708	

表1　活動選択に関する因子負荷量(バリマクス回転後)

それぞれの因子について検討すると第1因子は英語圏の人々と手紙のやりとりをする、空港のアナウンスを聞く、直接英語圏の文化に触れるなどといった項目があることから『実践的英語・英語文化への接近活動』と名付けた。第2因子は個人で音読する、一人一人の発音を教師が矯正してくれる、個人で英文を読むといった項目があり『個別学習活動』と名付けた。第3因子は新出表現や重要表現の説明、文法の説明、教科書の訳という教科書主体の項目であるために『教科書依存活動』と名付けた。最後の第4因子は発音練習や教科書付属あるいはそれ以外のテープやCD、またALTの発音の模倣という項目から『発音活動』と名付けた。

2．分散分析

次に各因子を代表すると思われる変数をそれぞれ5項目づつ選択し、各被験者の得点を合計したものを因子得点として用いて学年差を分散分析を通して検討する。該当する変数は第1因子がQ40, Q10, Q42, Q21, Q37、第2因子、第3因子はそれぞれ全5変数、第4因子はQ12を除く5変数である。

分散分析はExcel統計97を用いて行った。主効果が有意であった場合は、下位検定としてフィッシャーのLSD法（最小有意差法）を用いた多重比較を行った。なお表中の＊は5％水準で、＊＊は1％水準で有意であることを示す。

分散分析表

要因	偏差平方和	自由度	平均平方	F値	P値	判定
year	144.88	2	72.44	4.97	0.01	＊＊
誤差	7972.25	547	14.57			
全体	8117.13	549				

平均値の差の検定：LSD法

因子	水準1	水準2	平均値1	平均値2	差	P値	判定
因子A	3年生	2年生	18.91	17.53	1.38	0.00	＊＊
		1年生	18.91	18.4	0.51	0.24	
	2年生	1年生	17.53	18.4	−0.88	0.02	＊

表2　因子1に関する分散分析表および多重比較表

表2は第1因子の分散分析結果を表したものであり、条件の効果は有意であった($F_{(2,547)} = 4.97,\ p < .01$)。多重比較によれば1年生と2年生の間に5％水準で、2年生と3年生の間に1％水準で有意な差が認められたが、1年生と3年生の間に有意な差は認められなかった。

分散分析表

要因	偏差平方和	自由度	平均平方	F値	P値	判定
year	121.54	2	60.77	4.13	0.02	＊
誤差	8056.32	547	14.73			
全体	8177.86	549				

平均値の差の検定：LSD法

因子	水準1	水準2	平均値1	平均値2	差	P値	判定
因子A	3年生	2年生	13.76	12.67	1.09	0.02	＊
		1年生	13.76	13.64	0.12	0.78	
	2年生	1年生	12.67	13.64	−0.97	0.01	＊＊

表3　因子2に関する分散分析表および多重比較表

第２因子の分散分析結果を表したものが表３である。条件の効果は有意であった（$F_{(2,547)} = 4.13,\ p < .05$）。LSD法の多重比較では１年生と２年生の間に１％水準で、２年生と３年生の間に５％水準で有意な差が認められたが、１年生と３年生の間では有意な差は認められなかった。

分散分析表

要　因	偏差平方和	自由度	平均平方	F　値	P　値	判　定
year	164.12	2	82.06	7.35	0.00	＊＊
誤　差	6105.92	547	11.16			
全　体	6270.04	549				

平均値の差の検定：LSD法

因　子	水準１	水準２	平均値１	平均値２	差	P　値	判　定
因子A	３年生	２年生	20.12	19.43	0.69	0.09	
		１年生	20.12	18.72	1.40	0.00	＊＊
	２年生	１年生	19.43	18.72	0.71	0.03	＊

表４　因子３に関する分散分析表および多重比較表

第３因子の分散分析結果を表したものが表４である。条件の効果は有意であった（$F_{(2,547)} = 7.35,\ p < .01$）。ＬＳＤ法による多重比較の結果、１年生と２年生の間に５％水準で、１年生と３年生の間に１％水準で有意な差が認められたが、２年生と３年生の間には有意な差が認められなかった。

分散分析表

要　因	偏差平方和	自由度	平均平方	F　値	P　値	判　定
year	12.36	2	6.18	0.67	0.51	
誤　差	5032.52	547	9.20			
全　体	5044.88	549				

表５　因子４に関する分散分析表

表５は第４因子の分散分析の結果であるが、条件の効果は有意なものではなかった（$F_{(2,547)} = 1.402,\ ns.$）。

まず第１因子と第２因子に見られる特徴として、１年生と３年生に比べて２年生の平均値が下がっていることが挙げられる。これまで学習意欲に関する論文で英語嫌いになる時期は１年生後半から２年生前半であると指摘されている（垣田直巳他, 1981；除川, 1991）。したがって学習意欲が減少する時期に合わせて活動への興味関心も他学年に比べて幾分低くなっているのは容易に想像できる結果であろう。

第１因子では、各学年と２年生の間に有意な差が認められた。そのなかで３年生の平均値が一番高いということは、彼らの知的発達に伴い、英語の社会的価値を認識し「生の英語を学習したい・使いたい」と考えていることの表れであろう。換言すれば、受験勉強のためだけに英語を学習するのではなく、「実用性の高い」英語の学習をしたいということである。

第２因子でも第１因子同様に各学年と２年生の間に有意な差が認められた。個別活動は自分がどれくらいできているのかを確認する意味で重要な活動である。３年生が他の学年よりも平均値が上であることは一斉活動への不安やこれまでの自分の定着度を正しく認識したいという姿勢の表れであろう。

第３因子「教科書依存の活動」では、学年が上がるに従ってその平均値も上昇している。この結果は非常に興味深い。第１因子からわかるように、３年生は他学年と比較して実用性の高い英語を求めている。しかし実際問題として高校入試が控えているので、そのためには教科書を用いて単語や文法など直接入試に必要とされる英語も学ばなければいけないという不安を感じているのであろう。

最後に第４因子の発音活動に関しては、多重比較の結果、学年間に差は見られなかったものの、学年が上がるに従ってその平均値は下がっている。実践的英語つまりコミュニケーションにおいて発音は大切であると理解しながらも、彼らには、高校入試に発音はそれほど重要ではないという考えが浸透している結果であろう。すなわち１年生では「英語を話す」という漠然とした活動に興味や楽しさを覚えているが、話すという活動に対する価値観と受験という実際的な問題との間でこのような結果が生まれてきたのではないだろうか。

V．まとめ

本研究は英語の授業で行われる活動に焦点をあてて、これまでの研究の方法論的問題を改善した結果、中学生の活動選択を規定する要因として「実践的英語・英語文化への接近活動」「個別学習活動」「教科書依存活動」「発音活動」以上４因子を抽出した。また学年間では第４因子を除く３因子で有意差がみられた。

影浦（1996）は活動のあり方に関して、content-oriented, student-oriented, context-oriented, abundant use of English, including the target, including learned elements, enjoyable, uninhibited atmosphere, generalisableの９つの条件を挙げている。またJACET教育問題研究会（1998）では「活動を通して、生徒が英語学習に知的な喜びを発見したときに初めて授業が楽しいものとなる」と述べている。教師は授業における活動を選択する際に、上の条件に加え、ここで得られた結果によりみえた「中学生のこえ」を参考にして、生徒一人一人の知的発達、学習環境、教室社会に合致するように活動を適用・修正していく必要があるだろう。

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著者略歴

多良静也：高知大学教育学部講師。教育学修士（広島大学）。研究課題は音声指導、ライティングの認知心理学的研究。
兼重昇：兵庫教育大学言語系教育講座助手。教育学修士（山口大学）。研究課題は授業研究、小学校英語教育。

Abstract

The purpose of this paper is to investigate what kinds of activities Japanese junior high school students prefer in their English language classes. Based on the free reporting of 200 subjects in a preliminary study to extract question items to be included in the main study, we constructed a five-point-scale questionnaire. In this study, 712 Japanese junior high school students carefully evaluated their preferences. Factor analysis suggested four preferences: approaches to practical English and English culture, activities for individuals, activities based on the textbook, and pronunciation activities. In summary, the writers feel that more attention should be directed to English activities that students prefer which also theoretically help them improve their English skills.

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Peter Bodycott, Vernon Crew
Hong Kong Institute of Education

Living the Language:

The value of short-term overseas English language immersion programs

英語イマージョンプログラムは一般に語学力が確かに向上するという点と本物の文化に触れることができるという点で評価されている。アジアの他の高等機関と同じようにThe Hong Kong Institute of Education(HKIEd)では、教師志望の学生を海外英語イマージョンプログラムへ短期参加させ、彼らの語学力向上に努めている。本論では、英語イマージョンプログラムの内容を紹介し、参加前、中、後の学生のデータ分析をしている。参加学生は、すべて香港の小中学校ESL教師志望である。彼らは、自信を持ち、英語と英語圏の文化に対する新しい認識と理解を持って帰国した。さらに、香港のESL教師として彼らの基礎となる知識、経験、肯定的な態度を習得した。

What have I gained from the immersion program? Hmmm... This is a good question, there's so much. I have become more mature, independent, and confident, not only with language but with life... I guess you call it life skills. As I had never left my home or Hong Kong before, it really made me nervous when I first arrived in England. I would have to mix with English speakers, live with them, and cope with life in an English speaking environment. I was worried that my language wouldn't be good enough. Looking back it's hard to see why I was nervous, the differences are not so great, but living the language was my greatest challenge. (Semmi, age 20)

For me, I loved being able to observe different teaching methods and it gave me lots of ideas for my teaching in Hong Kong. The gains from the school visits are the most useful for my future career. I watched children learning English in different ways. This made the whole trip worthwhile, and valuable for me. (Christy, age 21)

The above are student comments recorded in reflective journals following six week overseas English language immersion programmes conducted in various countries. The students involved were at the time all full-time undergraduates studying English as a second language (ESL) in a 2-year Certificate of Education course at the Hong Kong Institute of Education (HKIEd). Every year for the past nine years HKIEd, with the assistance of the British Council and other donor organisations, has financed a six-week English immersion program conducted by centres in the United Kingdom. In 1998, in the post-colonial context of the Special Administrative Region (SAR) of China, the program was extended to include Queensland University of Technology, Southern Cross University, Australia, and York University, Toronto, Canada.

Since the return of Hong Kong sovereignty to China, the SAR government has made a concerted effort through a newly created language policy to deal with language issues arising from Hong Kong's proximity to China, and from inherent colonial influence. The Government's aim is to create a population which is biliterate (Chinese and English) and trilingual (Cantonese, Putonghua, and English).

Accordingly, the HKIEd has elected to send undergraduate students both to Mainland China and to English speaking countries to improve their Putonghua (Chinese Mandarin) and their English language proficiency.

This paper will focus on the design of English language immersion programs, and on the analysis of student data accumulated before departure, during, and following the programs. Our findings challenge traditional conceptions of funding agencies that gains in language proficiency cannot be achieved from short-term language immersion in residence abroad programs. We argue, as one student puts it, "the gains are not short-term but long-term," and that the enhanced personal skills and attitudes, and the professional knowledge gained more than justify involvement in overseas ESL immersion programs of this nature. Unfortunately, while there is a substantial body of literature concerning residence abroad (e.g. Coleman, 1997) or coping with life and study in a foreign country (e.g. Renshaw & Volet, 1995; Volet & Ang, 1998) much of this research concerns long-term immersion or study. Of the few studies that have been conducted into short-term language immersion, Geis and Chitsuko's (1997) study of Japanese students during a credit bearing intensive English program demonstrates clearly the difficulties that can arise. For example, they found that length of stay has an effect on student attitudes and understanding of the host culture, and their ability to develop contacts outside their group. Drake (1997), in another study of Japanese students studying abroad, found difficulties in locating language tests "sensitive enough to measure [changes in language that arise from] six weeks of language learning." Despite this research, the practice of sending higher education students overseas on short-term language immersion programs remains a relatively unexplored area. It is our aim to set in motion further discussion of this important topic. We begin by exploring the HKIEd-required components of the short-term immersion programs. This is followed by a discussion of the factors affecting language proficiency during the immersion experience, the value of homestay accommodation, and the enhanced professional understandings that are gained from immersion experiences. Throughout the paper extensive use is made of student quotes to support and explicate discussion points.

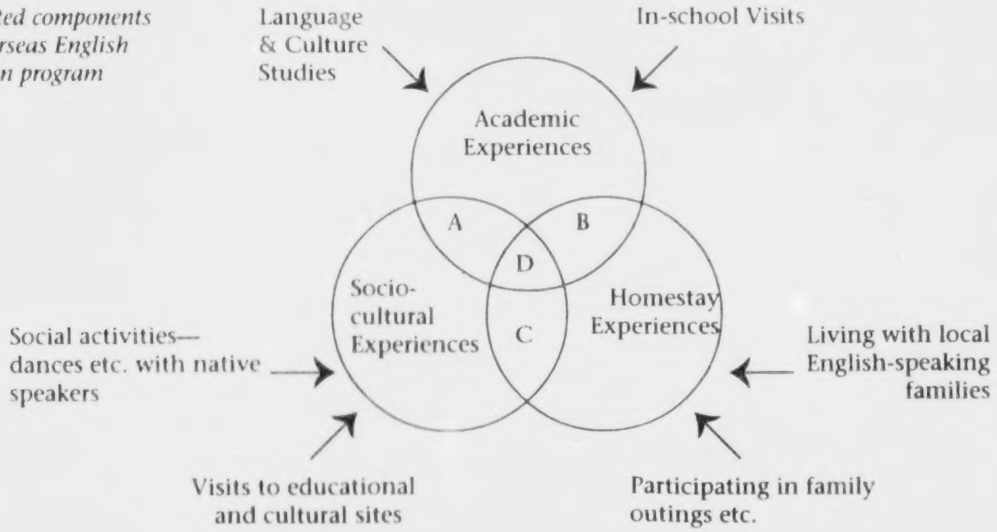
Program Expectations, Objectives and Design Components

From involvement in an English language immersion program, HKIEd expects that students will have gained in confidence, fluency, and accuracy in using English. It is also expected that they will have gained cross-cultural insights of life in an English-speaking culture, the education systems, and the methodologies used to facilitate learning. In addition, since some of the student teachers had not left Hong Kong or their families before, it is hoped that they will have developed life-long learning skills, and that the composite learning from the varied experiences will be of use in their future studies and teaching. These expectations form the basis of the program objectives, design, and assessment instruments used.

The objectives that guide the program are:

a) To strengthen students' English language skills, in particular their spoken English and listening comprehension, by means of formal and informal immersion in a native-speaker cultural context;

Figure 1. *Interrelated components of the six week overseas English language immersion program*


Language & Culture Studies
In-school Visits
Academic Experiences
A
B
D
Socio-cultural Experiences
C
Homestay Experiences
Social activities—dances etc. with native speakers
Living with local English-speaking families
Visits to educational and cultural sites
Participating in family outings etc.

b) To provide students with the focussed experience of living and using English within a native-speaker cultural environment.
c) To provide opportunities for students to visit schools operating within another culture and to collect and process spoken and written materials of use to them and their pupils in their future teaching in Hong Kong;
d) To reflect purposefully and explicitly on pedagogical experiences encountered during all stages of the program.

As shown in Figure 1 there are three essential components of the HKIEd six-week overseas immersion program: Academic Experiences, Sociocultural Experiences and Homestay Experiences. The specific content and methodology used in the academic experience component varies between various contracting centres in the countries to which groups of students are sent. In all centres, experienced second language teachers present content that ranges from individualised language development work and cross-cultural comparisons of societal beliefs and practices to integrated language studies linked to the sociocultural component (see A in Figure 1). The methodology used also varies, with some, but not all, centres electing to develop language and cultural understandings through some combination of integrated children's literature, drama and poetry lessons, and mini-action research type activities. Centres take every opportunity to design activities that get students out and about in their local communities. This has seen HKIEd students scripting and performing plays for the general public with local school children; creating videos involving interviews with local identities and/or homestay members (see B in Figure 1), and writing reports for local newspapers on their experiences living within the community. Recently, one centre established a "buddy system" with local students studying in the second year of a three-year BEd degree program; thus HKIEd students attended classes on Australian-Asian cultural studies with their buddies. While HKIEd does not require direct instruction in subject matter or pedagogical knowledge, involvement in such classes provided unique opportunities for students to interact in meaningful contexts. Centres are moving toward offering students an escalating range of alternative contexts in which to use and develop their language proficiency; for example, the development of language through an outdoor education module. Before selection, and during the program, successful contractors must demonstrate the scope of each component and articulate how each of the components interrelates (see A, B, C in Figure 1) to achieve the program's overall aims and objectives (See D in Figure 1).

> ***"the enhanced personal skills and attitudes, and the professional knowledge gained more than justify involvement in overseas ESL immersion programs"***

Sociocultural experiences require students to participate actively in planned activities aimed at increasing student knowledge and understanding of English speaking cultures. Centres prepare students in classes for these sociocultural activities prior to involvement and allow opportunities for students to reflect on their involvement and developing cultural understandings following each activity. (see A & B in Figure 1). The range of activities includes visits to theme parks and places or events of cultural significance in and around the local community, e.g., a visit to the Australian War Memorial in Canberra; participation in a community "rainforest clean-up." Students also attend plays and dances such as discos. On free weekends, homestay providers generally take the opportunity to involve students in family outings and events such as barbecues, picnics, and shopping excursions. Often these events coincide with planned centre-based sociocultural experiences (see C in Figure 1) and assist to develop student understandings and increase opportunities for meaningful language use. On average, contracting centres in 1999 involved homestay families in 40% of their respective sociocultural activities.

The homestay component is central to the design of HKIEd's short-term immersion program. While students study at the centres during the working week, where they undertake a range of language development and cultural awareness activities, they live with host families, which maximises cultural exposure and opportunities for language immersion. In recent years, more by accident than design, students have increasingly shared homestay accommodation with students from other countries or provinces who are also attending ESL or immersion programs. This sharing has in itself led to significant changes in individual HKIEd student perceptions of the benefits gained from their program. The HKIEd requires homestay accommodation which is as close to the university as possible, is within easy reach of regular public transport, and is in areas in which it is safe for unaccompanied women to return home at night. The homestay family provides their student—only one HKIEd student per family—with three meals a day and a private bedroom, which contains, as a minimum, a bed, wardrobe, desk, chair and light. Communication between homestay families begins well before the program starts. Students begin the process by writing letters introducing themselves, which is always followed by further mail or E-mail and/or telephone exchanges. HKIEd students and their respective families become quite attached and it is not unusual for the bonds created during immersion to continue for years after the initial immersion experience. Research (Bodycott & Crew, 2000) indicates that the homestay experience is a most influential component of the immersion program design. Interviews with 45 homestay families between 1997-1999 indicate that in 85% of cases, the homestay families actively engage their students in discussions and activities relating to the development of language. Such activities range from pronunciation correction with explanation to exploration of idiom and slang. Such engagement, according to student survey and interview data, contributes much toward the overall achievement of program objectives (see D in Figure 1).

The program objectives are assessed according to: a) progress made by the student teachers during the program in the host country; b) the student teachers' views of the value of the program as a whole and of its various components; and c) the HKIEd staff monitor's views of the value of the program in relation to the stated aims of the program and the progress made by the student teachers. This final evaluation component is achieved by direct observation of the program during implementation and follow-up assessment of centre reports and student portfolios. These student portfolios contain:

- Examples of course work, both in draft and finished form along with centre tutors' grading and comments;
- Group or individual project work showing the development from initial concept through to completion;
- A series of written pieces about life in an English speaking country;
- A reflective diary of themselves as users of English, and reflections on the way they are taught with respect to content and delivery;
- An account of their experiences in schools, concentrating on close observations of the ways in which the children learn, the learning environment, the curriculum, the nature of instruction;
- A summative essay written by participants, that outlines the benefits they feel have accrued as a result of attending the program

The HKIEd's program is funded largely on the basis of perceived benefits in language proficiency that accrues as a result of the immersion experience. However, as experienced second language teacher educators, we recognise that accurate measurement of language proficiency changes over such a short period of time is extremely difficult and problematic. Additionally, previous studies of 2-year Certificate in Education students (e.g. Crew, 1994) have shown that proficiency gains tend to fall away in the short term and the factors that affect this are discussed in the following section. The longer term outlook however is more positive, as attitudinal gains have been found to be more profound (Crew, 1996; MacLennan & Tse, 1995). The difficulty of demonstrating significant English language proficiency gains has led to questions by individuals and funding bodies about the viability and relevance of the relatively short-term overseas immersion programs.

Factors Affecting Language Proficiency

Altogether 234 students participated in the 1998/1999 immersion programs, all of whom were monitored and evaluated for the purposes of this study. Although HKIEd staff monitored all centres to ensure the programs offered adhered to program objectives, naturally there was a wide variation in the nature of the programs offered. Because variations in program and individual student characteristics have the potential to affect changes in language proficiency, the more stable factors that students bring to second language learning were investigated. These checks were conducted before departure, during and on return from the immersion experience.

Confidence and Attitude

Pre-departure and post immersion English language proficiency tests, developed and refined by HKIEd over the nine years of immersion experience indicate relatively small improvement in student language proficiency over the duration of the programs. However, the students themselves indicate and profess a new found confidence in their ability to use English and a positive change in attitude toward the language. Learning a second or foreign language requires vast reserves of this confidence, and while no one likes to make a fool of themselves, to learn a language one has to be brave, take risks, and expect to make mistakes. This however is a quality that schools in Hong Kong have not previously encouraged, as can be seen from the following student comments:

> *Before I came to the UK I seldom used English. In my English lessons I rarely talked to the teacher and I used Cantonese to talk to my classmates, even in English lessons. My attitude [has] changed. Here I need to use English all the time, no matter in the college, in my host family, in the street. My oral skills are therefore much improved. Through conversation with native speakers I have improved my intonation, rhythm and pronunciation.*

> I [have] overcome my nervousness of using English. I bargained the price of goods and bought a ticket to go to France. I never imagined that I would be able to speak English so convincingly and with such fluency. So now I feel free to express myself in English now that I have come back.

> *When speaking they [Australians] do not seem to bother too much with accurate grammar. In Hong Kong we are always focusing on grammar. This understanding may help me in my future teaching.*

> I made friends with many people, they came from Spain, Japan, France, Canada, Taiwan and Italy. My concept of why I need to learn English has changed now. Before I came to Canada I thought that learning English was mainly useful for teaching. Now I see it as a tool to communicate with the many people who do not speak Cantonese.

Colleagues at the HKIEd have commented on the noticeable changes in immersion student confidence and attitude in subsequent ESL classes. As such, there has been an increase in the overt rewarding of students for using English in class. While Confucian societies respect the hard work ethic, there is little positive reinforcement, verbal or otherwise, for the effort put into learning. As a consequence of immersion, interest in the psychological effects of rewarding effort in second language learning—a practice largely uncommon in traditional ESL classrooms in Hong Kong- has been kindled in students who have been involved in immersion programs.

Anxiety and Coping Strategies

Anxiety has the potential to significantly influence the success and effectiveness of language immersion. This is particularly true in respect of second or foreign language proficiency gains (Ehrman & Oxford, 1995). As a support for students, intensive preparatory sessions are held before departure involving native speaking staff and ex-immersion students. However, no amount of planning or preparation can hope to eliminate individual student anxiety entirely. What we hope to do is to minimise anxiety by providing information and reassurance that strategies are in place to support them throughout their immersion experience.

Homestay anxiety, perhaps understandable for young people far from home for the first time, is the most prevalent concern of students before departure and during the initial stages of immersion. Similarly, concern about travel, public speaking, racial discrimination, climate, food, and eating habits all lead to varying degrees of anxiety.

The most successful coping strategies used by students include communication, having a positive attitude, and thorough preparation. We note that language-based strategies form the largest proportion of reported successful strategies. Thus communication in English, practising English language skills, listening carefully, trying to think in English, use of and exposure to English media are all examples of English language strategies students reported applying successfully to the resolution of problems encountered during their immersion experiences.

Group and individual peer support is another useful strategy cited. Much of this came about on free weekends when students would, distance permitting, travel and meet up with friends studying at other centres. Access to e-mail also proves a popular tool for assisting students to cope with anxieties associated with isolation.

The debriefing sessions held by HKIEd and individual centres throughout the program are reported as having helped minimise many of the anxieties participants were experiencing, especially on arrival. Similarly, homestay families are crucial in helping students cope with culture shock (Furnham, 1993). As indicated, homestay families spent considerable amounts of time discussing aspects of English language and culture with their HKIEd student.

The Value of Homestay

A crucial aspect of the six-week program is the homestay experience. Students are placed in separate accommodation so that they are forced to speak English. Sometimes there is another foreign student staying with the family, but the lingua franca is English. Living with foreigners was the greatest concern of students before departure. However on return it emerges as one of the highlights of the entire immersion experience.

> *This was my first chance to stay with strangers. At first I was very frightened because I had no confidence to speak to them with my poor accent. But now I can bravely and happily talk to them. I knew I couldn't keep silent for six weeks.*

> Living with a host family was the most effective way to improve my English. I learnt a lot of Australian slang and was able to speak fluently in English. Now I have confidence to speak to foreigners.

> *By living with my host family I have many chances for practising my English through daily natural communication. I was able to learn some special terms that are not taught in books. For example, now I know the meaning of 'sleep tight', which my host Mum said to me each night when I went to bed.*

Interviews with experienced homestay providers suggest that the standard of Hong Kong student language was generally above that of other Asian students that they had had staying with them. Where Hong Kong students tended to fall below their Asian counterparts was in what homestay providers described as being "streetwise," that is, the ability to assimilate everyday behaviours. According to homestay providers and student diaries, it was the fear of making mistakes that concerned Hong Kong students most.

> *Living and communication with Japanese and other overseas students was wonderful. We were able to use English for discussion and decision making which gave us great confidence especially as my Japanese friend's level of English was not so good.*

While in their care, most students referred to their hosts as "host Mum" or "host Dad". There seemed to be a genuine need for the role of substitute parents. Staying in homestay for the entire language immersion experience facilitates the development of personal and social relationships, and avoids problems experienced by Japanese students during a similar length immersion program (Drake, 1997). There is no doubt that the homestay experience was invaluable in all three countries, as evidenced by the number of students who continue to keep in touch with the families on their return to Hong Kong.

Enhanced Professional Understanding

The activities arranged by the centres focused on different aspects of language learning and the teaching experiences were different on a day to day basis. While many of these experiences would have resembled classes in Hong Kong, others enhanced students' exposure to the teaching of ESL through activities involving drama, Internet investigations and communication, and action research-based language experience projects. For students who have limited exposure to ESL, and who have been taught English largely through program books using traditional methods, these experiences proved a revelation.

> *The ways of teaching were new and sometimes extraordinary. I found the most useful teaching methods were "learning through songs," "using authentic materials," and "writing poems." These can be useful for teaching English and other subjects like Chinese.*
>
> Our tutors encouraged us to think. There were many group work activities and presentations. They developed my co-operative skills. My group members and I solved problems, interviewed people, researched, and presented together. I now have more confidence speaking English in front of people. This is very important for me in my future career as an English teacher.
>
> *The language awareness part was very good. The tutors used newspaper articles to give us real examples of the use of tenses. It really helped me to know about the writer's attitude. I was interested in the activity and my knowledge of tenses and my comprehension improved.*

It was interesting and encouraging for us as teacher educators to discover evidence that some students were using immersion experiences to reflect on their future role as teachers of ESL.

In the classes we were not only learning the academic study, but by observation and experience. We learned how to teach English effectively. Pupils love interesting activities. If they enjoy the lesson they will learn a lot from it. I shall remember this when I am a teacher.

As our students are all going to become teachers, it is considered essential that they should visit schools in the host country. This is so that they can become aware of the importance of comparing the way that different countries and cultures educate their children. Students are encouraged to integrate with the children and teachers to get as broad a perspective as possible. Much of the preparation for school visits is done in Hong Kong prior to departure. Our experience indicates a tendency for Hong Kong participants, when visiting schools during their immersion programs, to view the teaching and classrooms observed as those of desirable "best practice." Therefore, the focus of school visit preparation sessions is on developing participant understanding of the nature of the whole experience as one of exposure to be subsequently reflected on with an open mind, rather than something that is of automatic relevance to the Hong Kong context. For the most part students appreciated greatly the in-school experiences and were surprised by the more relaxed atmosphere in most of the schools they visited, and the range of teaching practices used in the classrooms. Each group of students also prepared a presentation on an aspect of Hong Kong life to take into the schools to share with the classes they visited. The outcome was that that it gave them a tremendous confidence boost because they realised that their level of English was good enough to communicate adequately with native speaking children.

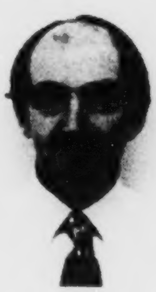
> *We were shown around the school by two year six children. They seemed very talkative and professional as they introduced everything to us, even the toilets! I like the way the students and teachers were allowed to sit freely, even on the floor for learning. A warm and friendly atmosphere was created for the children. The students seemed to be creative and active in class. They were not afraid to make mistakes during class because of the supportive atmosphere. Students seemed to have the ability to control themselves and were well behaved even though the teaching was child centred. Students were not forced to learn but were led to learn new things through participation in activities.*

After the teacher asked questions you could see hands being raised everywhere in the class. When I was at school in Hong Kong if a student answered a question actively or spoke English in class he was thought to be showing off. This thinking flashed into my mind in England. I found I had a responsibility to train my students differently in the future. One thing I must do is to create a good atmosphere in my lessons.

Conclusion

It is our experience that the value of short-term overseas English language immersion programs does not necessarily lie in quantifiable language proficiency gains. Such statistics provide little indication of the increased confidence in using English, developments in self-esteem and life-long learning skills, or improvements in motivation and enthusiasm for further ESL study. Our students return from studying overseas as changed individuals. They view ESL language learning and teaching through new eyes. They have a new appreciation and understanding both of the English language and of English speaking cultures, plus acquired knowledge, experiences, and positive attitudes that will shape and inform their future practice as ESL teachers in Hong Kong. Confident informed, resourceful, positive thinking ESL teachers—what greater long-term value could we ask from a six-week overseas language immersion program?

***Peter Bodycott** has taught in schools and higher education in Australia, Singapore and Hong Kong. His main areas of teaching and research interest include teacher thinking, literacy learning and teaching, bilingualism, and teacher education. Currently, he is a Principal Lecturer in the Department of English at the Hong Kong Institute of Education. < bodycott@ied.edu.hk>*



***Vernon Crew** has many years of experience in education in a variety of cultural and societal contexts. He has interests in the effects of culture, attitude and motivation on language learning. He is currently Head of the Department of English, Hong Kong Institute of Education. <vcrew@ied.edu.hk>*

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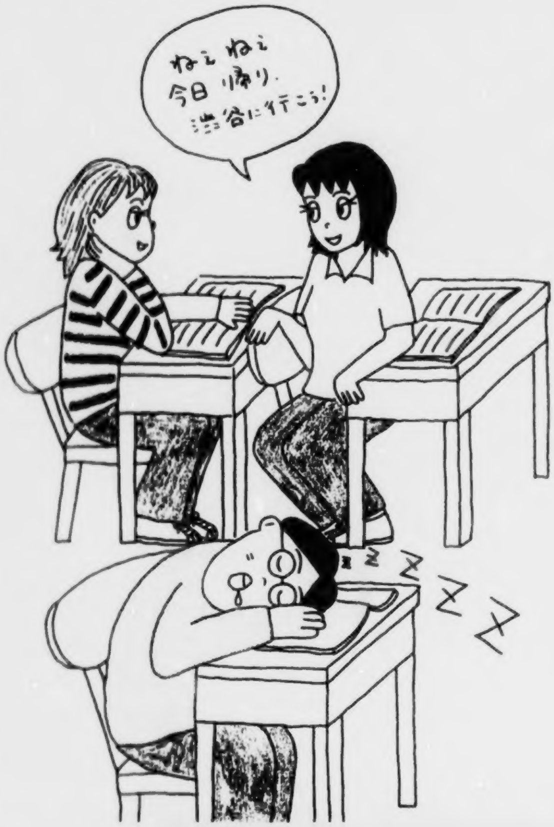
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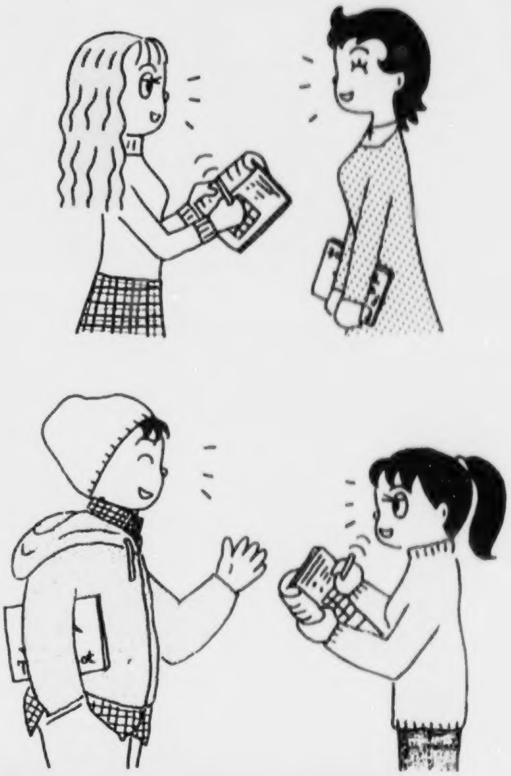

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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

This month, our column features Ali Campbell and Kevin Ryan updating us on JALT CALL, its successful JALTCALL 2000 conference, the SIG's publications, and contacts.

JALT CALL

Ali Campbell (Chair JALTCALL 2000) and Kevin Ryan

Computer-assisted language learning (CALL) is becoming increasingly popular in language teaching programs across Japan. The Special Interest Group (JALT CALL SIG) is a group of about 300 teachers within JALT who are interested in using computers to promote language learning. We exchange information through presentations at the annual JALT conference, our internally produced books (4 titles currently available), our newsletter *C@lling Japan*, our website located at <jaltcall.org>, and our electronic mailing lists. Most important of all, however, is our annual four-day SIG conference, now in its fifth year.

Last year, the event reached an unprecedented peak at Kyoto Sangyo Daigaku with the conference, CALLing Asia, featuring over 100 sessions and, for the first time, attracting a significant number of delegates from overseas. The challenge this year was to maintain momentum and capitalize on the previous conferences, to broaden the appeal, and make it more international and more accessible to both "newbie" and "guru" alike.

Tokyo University of Technology hosted JALTCALL 2000 in June. This is an institution well endowed with computer facilities: online classrooms, Windows and UNIX labs, a 400-seater fully wired auditorium, and a futuristic gathering place known as the Media Lobby. The campus, located just south of Hachioji, is also vast and strikingly beautiful.

Such was the location for JALTCALL 2000 and although the university's natural charms were shrouded in drizzle for the entire weekend, this did not prevent 200 participants, including 30 from overseas, from attending 60 presentations, workshops and poster sessions with themes ranging from "Making Online Quizzes" to "Bringing Efficiency to Testing through the Use of Microsoft Excel" to "Virtual Reality Applications and Second Language Acquisition." The conference ran a Beginners' Workshop ("All you ever wanted to ask about computers and CALL") for the first time in the hope of attracting CALL newcomers to the event. Registrants who had submitted their queries online in advance received their answers in this session. Although fewer newbies than anticipated turned up this time, the session will be repeated in future years.

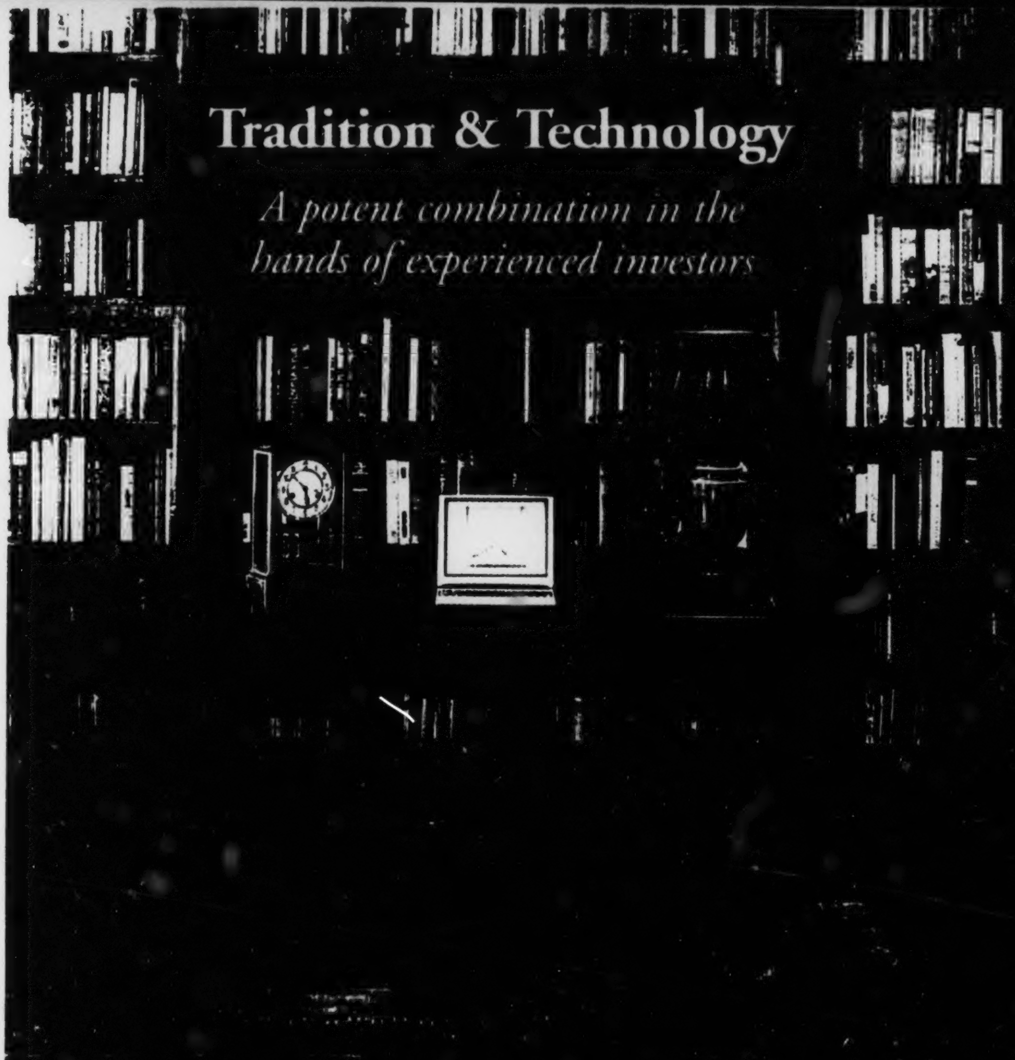
The conference gave prominence to an expo of the most important materials and service providers in CALL today. Participants were thus able to view a full range of newly published books and training options, and come to grips with many types of software and web-based learning. The coffee and chocolate biscuits served in the same area proved perhaps to be an even bigger draw, however, and showed once more that for many people the attraction of a conference is the chance to meet socially with others involved in the same field and facing the same kind of challenges. Indeed, the networking reception (a.k.a. conference party) on the Saturday evening was extremely well attended, and as at CALLing Asia, the generosity of our corporate sponsors enabled us to stage a Grand Prize Draw.

Since many of the people attending JALTCALL 2000 had travelled a long distance—not just from Hokkaido and Kyushu, but also Canada, New Zealand, the UK, the Philippines and India to mention but a few examples—pre- and post-conference sessions were organised. On Friday, three practical workshops ran parallel for different levels of expertise, and on Monday, delegates visited the nearby Tokyo Metropolitan Institute of Technology to observe their world-class CALL facilities in use.

JALTCALL 2000 was thus a showcase for the SIG and for the state of computer-assisted language learning in Japan. It is clear that the annual conference is now a notable fixture on the international calendar of CALL events. The CALL SIG finds strength both in its membership and in its access to technology and facilities of which most visitors from outside Japan are rightly envious. Two areas which illustrate the excellent health of our organisation in particular are the wide variety of research activities being carried out nationwide, and, allied to this, the contribution of our membership to a number of publications which have gained a solid reputation amongst CALL practitioners/researchers around the globe.

The conference also celebrated the launch of two new CALL SIG publications. *Recipes for Wired Teachers* containing eighty practical ideas for using computers in language learning is now available to all at the JALTCALL webpage. Members got a special discount at the conference and may still receive one on the webpage. A huge collection of papers from CALLing Asia conference was given away free to any CALL member at the conference. You can order both using a bank transfer or credit card through our website.

You can join the CALL SIG if you are a member of JALT by sending in the *furikae* at the back of the *TLT*. For more information and to contact people in the SIG, visit our website at <jaltcall.org>.



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My Share

edited by scott gardner

From the editor—The summer vacation is over, your classrooms are returning to a bearable temperature, and most importantly, you've finally put together a curriculum for your next few months of study. Maybe you've included some ideas from My Share as part of that curriculum. (I hope so.) But now's a good time to think, "What ideas of my own am I using with my students this fall? Maybe I ought to share one of my favorites with teachers all over the world by submitting it to the My Share column." It only takes a good idea and about a thousand words. We'd love to hear about activities that work for you.

Batter Up! English Classroom Baseball

Michael Graves Klug, *Ibaraki City Board of Education*

Classroom Baseball is a classic American elementary school activity that is readily adaptable for use in junior high school classrooms in baseball-loving Japan. Although in my own elementary school days, Classroom Baseball was usually played to review arithmetic, the game has more recently served well in my team-taught Japanese English classes. This useful and enjoyable activity enables students to get up and move about the classroom while using English. In the game, students make hits and score runs by successfully answering questions in English. Classroom Baseball is highly flexible in terms of what type of English language content may be employed to serve as the basis of the activity. In my own classes, Classroom Baseball is utilized as a periodic review activity for unit content from the *Sunshine English Course* textbook. The game encourages spirited competitiveness and engages students regardless of ability level.

Setup

In Classroom Baseball, the four corners of the classroom serve as the bases on the baseball diamond. The ALT (Assistant Language Teacher) assumes the role of permanent pitcher, offering up questions for each batter to answer, while the JTE (Japanese Teacher of English) serves as umpire, standing behind the hitter and making the necessary judgment calls. Outs and innings are variable. Although baseball innings commonly consist of three outs, allowing only two outs per inning can make Classroom Baseball more interesting with added pressure on each hitter to do well, and with more back and forth action between teams. A three-out Classroom Baseball game tends to become one-sided very quickly, often leading to slackening efforts on the part of the players. In a 50-minute class period anywhere from five to eight innings are playable with a two-out game.

Students should be divided into two relatively equally matched teams of batters. This can be done in any number of ways, but often the easiest way is to simply split the class in half. The two teams then choose a name for their team and appoint a captain. As suggested in Martin (1996), to promote team spirit and identity, the students themselves should be allowed to write a team name logo on the blackboard above the space where the JTE or ALT will record that team's runs and outs. At the ALT and JTE's discretion, the students may be allowed to decide their own batting order, or the batting order may simply follow the students' classroom seating arrangement. The captains of the two teams should then play "scissors, rock, paper" or flip a coin for the privilege of batting first.

Game Play

Structure of play is as follows. The team that bats first sends its leadoff hitter to the improvised batter's box. The ALT/Pitcher asks the batter if he or she would like to try for a "single, double, triple, or home run?" i.e., a one-, two-, or three-base hit, or home run question. The ALT then "pitches" an appropriate selection from a prepared list of single, double, triple, and home run questions. If the batter answers the question correctly, he or she moves to the corresponding base. If the batter answers incorrectly, then he or she is out. Runs are scored either by correctly answering a home run question, or by "batting in" a runner already on base. There is no base stealing in Classroom Baseball. It is important to make this clear beforehand, as some zealous players (often school baseball club members) will invariably attempt to steal bases.

Pitch Questions

If the game is played to review content from specific units, it may be helpful to inform the students beforehand from which units the questions will be drawn. An appropriate "single" question in a first- or second-year junior high school English class might require the batter to translate a vocabulary word into Japanese (in a case such as this, the JTE/Umpire's judgment and expertise may be very helpful). A "double" question might involve spelling a more difficult vocabulary word on the blackboard. A "triple" or "home run" question might involve orally paraphrasing or translating a key textbook phrase into English. At the ALT & JTE's discretion, a partially correct answer on a three-base or home run question can be ruled as a single, rather than an out (of course, it is important to be fair and consistent with this policy).

Special Considerations

In certain classrooms there may be problems with teammates helping a player by way of shouting out the answer, or otherwise clueing in the batter. The ALT and JTE should try to nip this potential problem in the bud by explaining beforehand that these illegal actions will result in an automatic out for the offending team.

In some situations when the game runs long or starts late, teachers may wish to make a written record of the game's present condition (score, inning, number of outs, and names of players on base) and continue the game in a future class.

Conclusions

Classroom Baseball is a useful and flexible review activity for junior high school English classes in Japan. The game is enjoyable for students and teachers alike. Classroom Baseball can make the routine task of course content review more active and communicative as it challenges lower achieving students to make an effort for their team, and at the same time gives more accomplished students a chance to show off and be "heavy hitters."

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Quick Guide
Key Words: Speaking, Listening, Review
Learner English Level: Beginner to Intermediate
Learner Maturity Level: Junior High School
Preparation Time: 15-30 minutes
Activity Time: 30 minutes or more

Meeting a New Class in Writing

Tim Knight, *Ferris University*

The following activity is for that first writing class of a new term. It is especially appropriate for freshmen classes, but could be used in any class where the teacher and students are not very familiar with each other. It has two main purposes: first, to introduce teacher and students to each other in the appropriate language medium for the class (i.e., writing); and second, to provide an immediate writing model for students at the beginning of their college career.

Procedure

Give each student a copy of a one-page letter you've written introducing yourself. Because the letter is meant for everyone in the class, and because all, or most, students will be unknown to you, address the letter to "Dear Everyone." For the activity it will be easier for the students to follow this model if you do not sign your name at the bottom. The content of the letter is up to you, of course, but it should be a general introduction including some basic personal information, such as where you are from, where you live, something about your family and so on—the kind of information that students are normally expected to divulge early on in their conversation and writing classes.

After the students have read the letter quietly, read it through to them. The first time I used this activity I found, while reading it through to the class, that I'd made a mistake, but found that this provided a good opportunity for early, natural, spoken interaction with the students; so now I leave, perhaps, a missing word or spelling mistake on purpose—although I pretend to have just noticed it.

After making sure the content is clear, you should impress on the students certain things about the format. The most important point I like to stress early in the year is that good, clear English is written in clear paragraphs with clear topics. Some students need a while to grasp this, so the first class is a good time to begin teaching them. This is quite easy if the letter has, say, three simple paragraphs. Point out that there are three paragraphs, easily identifiable by the clear indentation on the opening lines. Then ask the students to note what the topics of the paragraphs are, for example, where you are from, family, current situation. Stress again that it is clear where these different paragraphs begin and end and that it is much easier to read and understand when writers organize their writing like this.

These points will be clearer if they are made on the board or on an OHP. Similarly, the following directions will be clearer to the students if they are written on the board. Ask the students to follow the model and write their own letter of self-introduction. Tell them they can choose to write about anything they like but that they should not write anything that they would not like any of the other students to read. They should address the letter to "Dear Everyone," just as the model does. Stress—and this is most important—that they should not write their names at the foot of the letter or, indeed, anywhere on the paper.

The next task can be a tricky one for the teacher, so while the students are writing, look around the classroom and think about how you can do it efficiently without embarrassment! As the students finish writing, collect the letters, making sure there are no names on the papers. Make piles of letters at the front of the class according to the parts of the room you get them from. Then give the letters out again—making sure each one goes to a student sitting away from the writer. The students should read the letter they have received and write a short reply at the end. This time they can sign their names. When they have done this, the students should get up and walk around, speaking to each other until they have both found the original letter writers and also retrieved their own letters. I have noticed that students have a lot of fun meeting lots of new people during this part of the activity. Let them talk to each other as they wish.

Ask the students now to sign their own letters and hand them to the teacher. Over the next week, read the letters and write short replies (not corrections or grades) and return them in the next class. I have found this activity helps create a friendly, warm atmosphere at the beginning of the term—largely through writing.

Quick Guide

Key Words: Communicative Writing, Class Introductions
Learner English Level: Intermediate and up
Learner Maturity Level: High School to Adult
Preparation Time: About 15 minutes
Activity Time: Most of a 90-minute class

Using Drama Techniques to Facilitate Speech

Paul A. Cunningham, ***Rikkyo University***

Much has been recounted about how passive Japanese learners are, and how reticent they can be to participate actively in class activities. Here is a tried-and-true winner, one that is sure to get your students hopping.

Drama techniques have long been successfully incorporated into English language classes. Some apparent obstacles might be: 1) the size of the class, 2) the time involved in such an activity, and 3) whether the teacher feels comfortable performing drama. Well, rest assured that the following treatment can be done with up to 30 students, one lesson can be completed in less than an hour, and even I (with stage fright and no theater training) have grown comfortable with these exercises.

To make things simple, I am going to use my favorite text on the subject, *Pinch & Ouch*, as a guide. This book is widely available and can be used as a springboard to other related activities. For the sake of simplicity and clarity, I have decided to draw from the content and some of the techniques presented in Lesson One of this text.

The dialogues are succinct and easy to memorize. The first two lines of a seven-line dialogue read, "Hi. How are you doing?" / "I'm doing all right." Dialogue variations are also concise and useful (i.e., "Hi. How are you?" / "I'm doing fine"). These types of dialogues can easily be created from scratch. The real variety comes from the Situations section, which provides different contexts for the dialogues to take place. These contexts serve as a gateway to improvisation.

I often start the lesson by telling students that we are going to do something wild and crazy—just to forewarn them. We then move all of the desks against the walls. I give each of the students a handout, including the dialogue and variations. I ask the students to sit down and read over the dialogue, marking it to help them say the lines as naturally as possible. (I try not to put any ideas in their heads at this stage, so I do not model the dialogue.) I then ask for a few volunteers to read the dialogue line by line. Students listen and make some suggestions about how each line might be read. While I try to have the students lead this discussion, I sometimes raise questions about rhythm stress, and intonation, to encourage ideas. I now ask the students to re-mark the dialogue so these features have been indicated in some way. (I see this part of the lesson as an informal pronunciation workshop.)

Game time! I now divide the class into two equal groups and give them 30 seconds to memorize their lines. Along with the mounting tension, this really gets their blood moving. I then line them up, one group facing the other, and all together we go over the lines one by one. At this point, I may model a sentence or part of a sentence if need be. But usually, the students have done a good job discovering viable renditions of each line. At this point, if the group (or I) seem to be nervous, I will extend the choral practice session by suggesting variations to the way each line is read. For example, I might ask one group to read their lines in a very loud voice, and the other group in a very soft voice. Some other variations I suggest are fast/slow, high/low, hearing/hard of hearing (requiring repetition), old/young

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(gets them thinking about the improvisation to come), even English/Japanese. All along, the students are getting more time to learn their lines and to feel more comfortable saying them.

There are many techniques which can now be introduced to help illustrate an aspect of pronunciation or discourse style. One common one is to toss a ball (or substitute) back and forth as they say their lines, reinforcing the catch-ball quality of a conversation. A technique which I have developed and find helpful in focusing on word stress is to have the two lines of students approach each other, and have each pair interlock arms at the elbow and move back and forth as they punctuate word stress in each line by stepping (stamping!) forward and backward. If this is difficult to visualize, imagine two lines of 15 students facing each other with their arms locked. (The idea is to get them to move together and to respond to their partners' movements.) Line A—"Hi. How are you doing?"—starts by moving forward three steps, emphasizing the stress that falls on "hi," "how," and "doing." Of course stress markers can and do move depending on context, so determining stress is left up to the teacher. Line A stamps forward in three clear steps, with their partners in tow. Then Line B—"I'm doing all right."—responds in kind, moving forward two steps, emphasizing "doing" and "right." This is not as chaotic as it may sound, mostly because the students are attached and focused on task. It encourages them to pay attention to word stress and to the give-and-take quality of conversation. It also allows them the chance to focus on rhythm and intonation and leads nicely into the third and final stage: improvisation.

In the final stage, students are presented with a few simple situations—i.e., girlfriend and boyfriend, father and son, rival fashion models, etc.—and are asked to sit down with their partners, with whom by now they are usually quite close, select a situation, and work out a simple sketch. Pairs of students are then asked to perform in the center of the circle, sometimes accompanied by a few simple props such as a table and chair. Students can use the dialogue they have learned or are free to improvise. Believe it or not, if you have come this far, the students are usually quite enthusiastic and do a surprisingly good job saying their lines and *acting*. Class usually ends with a great feeling of warmth (literal and otherwise) and a sense of camaraderie. Try this once or twice a semester and you will be sure to keep your students *genki*!

References

Nomura, Y. (1982). *Pinch & Ouch: English through drama*. Tucson, AZ: Lingual House.

Quick Guide

Key Words: Drama, Conversation, Improvisation, Pronunciation
Learner English Level: All levels
Learner Maturity Level: Junior High to Adult
Preparation Time: 10 minutes
Activity Time: 40-50 minutes

My Share–Live! at JALT2000 in Shizuoka

This year's My Share—Live! will take place Saturday, November 4 from 12:15 to 1 pm. To participate, make 50 copies of a favorite lesson/activity you have created, and bring them to the Material Writers SIG desk before the swap meet. Just sign a copyright release and you will receive an admission ticket to enter the swap meet and take lessons other teachers have contributed. Share a little fun at JALT2000!

Departments

Book Reviews

edited by katharine isbell and oda masaki

Establishing Self-Access: From Theory to Practice. David Gardner and Lindsay Miller. Cambridge: Cambridge University Press, 1999. pp. xvi + 276. ¥4880. ISBN: 0-521-58556-2.

Self-access language learning (SALL), whereby learners select their own learning material from a resource centre especially set up for that purpose, is a logical progression from the current interest in learner autonomy. *Establishing Self-Access: From Theory to Practice* is a complete overview of the development of SALL, the theory behind it as well as the application of the theory, including a lot of practical information on how to set up and manage a self-access learning centre (SALC).

Selecting resources for a SALC should take into consideration its specific aim in terms of what learners are expected to gain from the centre. For example, if the aim is to develop the listening skills of the learners, appropriate material may include videos, listening material on cassettes, and interactive CDs. The advantages and disadvantages of authentic materials versus specially produced materials are discussed including cost issues. The level of the learners as well as their interests should also be taken into account when selecting materials. Learners may also contribute resources provided they are appropriate in terms of content and topic. The SALC resources should be accompanied by worksheets that enable learners to know what to do with the materials. It is also useful if learners keep a journal to record their use of and comments about the material. This information can be used to evaluate the resources and the accompanying activities.

Setting up a SALC, however, is not just about providing appropriate resources. It is also about educating both the teachers and learners in terms of their beliefs about language learning and self-learning in particular, in addition to what self-access learning is and what to expect from it. Clarifying the beliefs and expectations of both the teachers and learners and providing appropriate orientation for using a SALC can ensure a more successful outcome. Although SALL is done outside the classroom, there should be a "counsellor" available to assist the learners to use the materials and to help them to set their own learning goals. The counsellor may also assess and evaluate the learners' use of the material. Counsellors need not be the EFL classroom teachers, but should be someone familiar with how to access and use the available resource materials. Other learners who have SALC experience may equally fill this role, and may even be better, as learners may find them more approachable, thus improving the use of the centre.

This book also includes case studies of SALCs that have been set up, including one in a primary school, a secondary school, a university, and a private language school. Each case study is very explicit in providing information on the specific institution, the numbers of staff and learners, the reasons for establishing the SALC, what materials and activities are available, how the centre is used and managed including assessment and evaluation, and even a floor plan detailing the layout.

Establishing Self-Access: From Theory to Practice is well researched, well structured and easy to follow, lending itself well to its title and purpose. The chapters are relatively jargon free, and there are lots of tables, charts and diagrams to complement the clear explanations. It is invaluable for anyone who is or will be involved in setting up, running, or using a self-access learning centre in any teaching environment. It clearly demonstrates how to hand over the control of learning from the teacher to the learner and how to establish a supportive, practical, and functional self-access learning environment.

Reviewed by Caroline Bertorelli
FIA Language Training

Focus on Grammar. Helen de Silva Joyce and Anne Burns. Sydney: NCELTR, 1999. pp. vi + 162. $26.50 AUD. ISBN: 1-86408-313-1.

Focus on Grammar is not what it seems. For readers looking for a book that focuses on traditional grammar structures, look further. For readers looking for a meaning-focused functional grammar instead, you have come to the right place. From the outset, hints of the authors' preference for this deeper meaning focus lead ultimately to arguments for exactly that.

The book begins with some fundamental questions about the nature of grammar and the history of grammar teaching. The authors quickly dispense with traditional approaches to grammar and state that functional grammar holds the key for successful grammar teaching. The authors go on to present some very useful ideas for applying functional grammar in the classroom through a communicative framework. There are some practical suggestions to help students come to terms with how meaning forms grammar rather than the reverse. The book ends with a helpful section in which the authors attempt to answer common questions from teachers concerning grammar.

A good introduction gives an overview of the sequence of the chapters, which are well set out and prefaced by questions to stimulate the reader's

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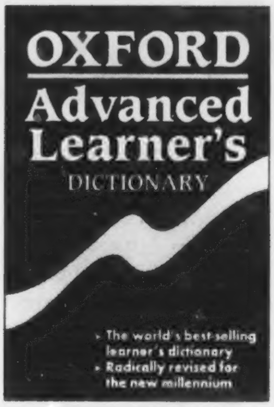
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thoughts. Though serviceable, I felt that some questions were impractical and a little shallow. For example, while claiming to appeal to trainee teachers (p. iv), asking specific questions about "a language course [they] have taught recently" (p.73) seemed inappropriate. Each chapter closes with a reference list and suggestions for further reading. Here, though, the authors' Australian bias is keenly felt. In some cases over 50% of the further reading list looked difficult to obtain worldwide as they were conference papers or published by small Australian concerns. This is a shame because I felt the authors' arguments for a focus on functional grammar were tentative at best, and I would definitely recommend further reading on the issues raised. Whilst they may have done research to back up the point of view on grammar taken in the book, the authors do not present their arguments conclusively enough, I feel, for those who may struggle to accept such an approach. Recent developments in focus on form (Long, 1991; Doughty & Williams, 1998) and grammar consciousness raising, for example, were only very briefly mentioned despite their status as key issues in the move away from traditional grammar.

All in all, I felt that the book had little new to say about the teaching of grammar in terms of theory, but that it contained some usable examples of helping students learn via the functional approach to grammar. For readers who are thinking of buying this book, I would recommend that you examine a copy carefully to make sure that it is exactly what you want. This is one book that cannot be judged by its cover.

Reviewed by John Grummitt
Christian English School Association

References

Doughty, C., & Williams, J. (1998). *Focus on form in classroom second language acquisition.* Cambridge: Cambridge University Press.

Long, M. H. (1991). Focus on form: a design feature in language development. In K. de Bot, R. Ginsberg, & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective* (pp. 39-52). Amsterdam: John Benjamins.

The Heart of the Matter: High-Intermediate Listening, Speaking, and Critical Thinking. Marjorie Vai. USA: Heinle and Heinle, 1998. pp. iii + 174. ¥2780. ISBN: 0-8384-7857-3. Cassettes: ISBN: 0-8384-6088-7. Video: ISBN: 0-8384-5271-X.

The Heart of the Matter: High-Intermediate Listening, Speaking, and Critical Thinking is, with its wide variety of interesting topics focusing on American culture, a refreshing addition to current ESL/EFL course books. As it claims, it gives ample opportunities for listening and speaking practice, two skills which Japanese university students usually have had very little chance to practice in high schools. In addition, it helps students develop critical thinking skills which they have had few opportunities to develop in secondary education. Furthermore, but not specifically mentioned, it raises awareness of language learning strategies and guides students towards using these.

The engaging subject matter is one of the book's main attractions. The nine units of *The Heart of the Matter* can be divided into three main groups. One deals with issues relevant for students at the end of the 20th century, such as crime and the changing nature of work. Another deals with more introspective topics such as self-esteem, dreams, and our subconscious. The third group looks at visual art and music.

Each unit revolves around three authentic listening segments. Five units are also supplemented by video features. The different segments include a variety of viewpoints and degrees of formality. They also cover a wide range of speech speeds, and variety of American accents as well as those of ESL learners. Each segment is connected to the overall topic of each particular unit, developing and enhancing it in different complementary ways. Further opportunities for listening practice on the same overarching topic and re-spiralling of newly introduced vocabulary lead to consolidation of learning.

Vai encourages students to consider listening tasks holistically by directing students to pre-, during, and post-listening activities. My students found the post-listening activities which focus on analysis, synthesis, and summarizing of the listening text—in order to prepare for presentations, discussions, or debates—particularly exciting and challenging. In these activities, speaking and critical thinking skills dominate, and they provide students chances to use the new words and expressions meaningfully.

The video deserves a special mention because it provides illuminating contributions to the different topics. Episodes include a fascinating short film by Natalie Reuss about a blues musician and singer who plies his craft underground at Central Station in New York. A collage of moving images by Reiko Tahara exposes students to the experience of an art film. The riveting "Murder Post-Meridian" by Cristina Palacio masquerades as a documentary of an inmate on death row and can be the basis for lively discussions on capital punishment in the United States.

The Heart of the Matter is of a suitable length for short courses of 30-35 hours. It does not attempt to include too much. There is one complaint, however. Although various cognitive and social strategies are developed, there is no attention paid to metacognitive learning strategies such as planning, goal setting, or self-evaluation, which are essential for optimising one's language learning potential.

Despite this, *The Heart of the Matter* is extremely recommendable in that its collection of fascinating and intriguing topic matter piques students' interest, thus encouraging them to work enthusiastically with the listening samples. Judicious use of activities connected with these help cultivate useful cognitive learning strategies for improving aural comprehension. Furthermore, the text helps students increase their vocabulary concerning contemporary issues and augments their knowledge of American culture. Last, but not least, the students with whom I have used *The Heart of the Matter* have enjoyed it immensely.

Reviewed by Karen Fedderholdt
Toyama University

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of September. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Children

***Join In Starter** (student's, teacher's, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and ELI, 2000.

***Join In 1** (student's, teacher's, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and ELI, 2000.

***Join In 2** (student's, teacher's, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and ELI, 2000.

***Playway to English 1** (student's, teacher's, cassette, activity book, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and Edition Helbing, 1998.

***Playway to English 2** (student's, teacher's, cassette, activity book, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and Edition Helbing, 1998.

Course Books

Innovations: an intermediate/upper intermediate course (student's, teacher's, workbook, cassettes). Dellar, H., & Hocking, D. Hove: Language Teaching Publications, 2000.

***Language in Use** (student's, teacher's, cassette, self-study workbook, self-study cassette). Doff, C., & Jones, C. Cambridge: Cambridge University Press, 1999.

Business English

Management Matters 2 (CD-ROM). Tomalin, B., & Aspinall, T. Essex: IBI multimedia, 2000.

Readers

***Mystery and Murder in Australia: Australian Reader Collection**. Harris, C. Sydney: NCELTR, 2000.

Supplementary Materials

Idioms Organizer: Organized by Metaphor, Topic and Keyword. Wright, J. Hove: Language Teaching Publications, 1999.

JALT News

edited by amy e. hawley

Welcome to the September JALT News Column. I have two issues which I would like to briefly touch upon that are very important. The first one is the proxy issue. Junko Fujio and Larry Cisar have set up a proxy database in the JALT Central Office that will be kept running and up-to-date right up until the start of the Ordinary General Meeting in Shizuoka. The proxies must arrive in JCO before the conference or be handed in before the start of the OGM at the conference. It would make things much easier if the proxies were turned into JCO before the conference, though. Since I am the Director of Records, I will be in touch with Larry and Junko to find out where we stand on the number of proxies we need. As a reminder, we need a majority of the membership to be present or to turn in a proxy to have the OGM be a valid meeting in order to maintain our NPO status. The proxy is simply an abstention. If a person turns in a proxy and then attends the OGM, I just throw out their proxy and give them their vote. So, please check the JALT email lists and any messages from me regarding this very important issue which can really affect the future of JALT.

The second thing is that JALT would like to thank the following *Koen-meigi* sponsors for JALT2000 in Shizuoka. (Dates indicate when the *Koen-meigi* was granted.)

1. Shizuoka City Board of Education 3/27/2000
2. The Japan Foundation 4/17/2000
3. Shizuoka Prefecture Board of Education 4/18/2000
4. Shizuoka Shinbunsha-SBS Shizuoka Hoso 5/10/2000
5. The Science Council of Japan 6/20/2000
6. Monbusho 8/1/2000

These sponsors were inadvertently omitted from the pre-conference supplement and JALT apologizes for this oversight. Without these sponsors, JALT2000 could not run smoothly.

Submitted by Amy E. Hawley

9月号JALT Newsへようこそ。今月は二つの重要な問題について簡単に触れておきたいと思います。まず、第一は代理人の問題です。Junko FujioとLarry CisarはJCO内に静岡におけるOGMが開催されるまで運用され、アップデートされる代理人データベースを設置しました。代理人は大会前にJCOに到着するか、年次総会開催前に提出されなければなりません。書記担当理事として、LarryとJunkoと連絡を取り、何人の代理人が必要かを明らかにしようと考えています。NPOの権利を維持するためには、総会の定数を満たせるよう、多数の会員の参加を求めています。委任は単に棄権でしかありません。代理人となり総会に出席すれば、我々は代理人に投票権を与えます。ですから、JALT e-mail listsで、JALTの将来に関わる私からの重要な問いかけに注意し、チェックしてください。

第二に、JALTは静岡でのJALT2000に対する後援に感謝を表します。

1. 静岡市教育委員会
2. 国際交流基金
3. 静岡県教育委員会
4. 静岡新聞社、SBS静岡放送
5. 日本学術会議
6. 文部省

申し込みの締め切り時期が近づいています。pre-conference supplementに掲載できなかったスポンサーの方々には深くお詫び申し上げます。皆さんの協力なしに、JALT2000は順調には開催できなかったでしょう。

Amy E. Hawley

Reminder to Vote for National Officers

JALT National Officer elections are being held this year for the positions of Director of Treasury, Director of Program, Director of Public Relations, and Auditor. Voting began August 1 and will end on October 5. Your ballot and information about the candidates were included in the August issue of *The Language Teacher.*

Nominations for Director of Treasury Still Open

Because no candidate was found for the position of Director of Treasury by the end of the regular nominations deadline, that position is not listed on the ballot. To fill this position, we will follow JALT's bylaws and hold a special election for Director of Treasury at the JALT 2000 Conference. Nominations for Director of Treasury are open until Sunday, October 15. Please contact Peter Gray in writing at fax: 011-897-9891 or email: <pag@sapporo.email.ne.jp> to nominate someone.

Submitted by Peter Gray

JALT全国選出委員選挙のお知らせ

財務担当理事、企画担当理事、広報担当理事、会計監査のJALT全国選出委員選挙が行われます。投票は、8月1日に始まり、10月5日に終了します。8号に差し込まれている投票用紙で、投票を行ってください。

財務担当理事推薦のお願い

財務担当理事に関しては、推薦締め切りまでに候補者の推薦が無かったため、投票用紙では空欄になっています。このポストの補充はJALT定款に則り、JALT2000年次大会で投票が行われます。財務担当理事の推薦、立候補は10月15日（日）まで受け付けます。Peter Gray(fax: 011-897-9891; e-mail pag@sapporo.email.ne.jp) まで推薦のご連絡をお願いいたします。

Peter Gray

Discount Rates for Language Publications

JALT and David English House announce new discount rates for JALT members on teaching and other applied linguistics publications. You may now order and pay for your subscription using the postal order form *(furikae)* in the back of this publication. Enter the # code on the line "other" and enter the subscription rate on the line for "amount" in yen.

English Teaching Professional (4 issues per year)
Usual subscription: ¥4500
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Usual subscription: ¥4500
JALT subscription: ¥4000
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EL Gazette (12 issues per year)
Usual subscription: ¥7000
JALT subscription: ¥6200
#3-ELG (enter this code on the furikae line "other")

ELT Journal (4 issues per year)
Usual subscription: ¥6800
JALT subscription: ¥6160
#4-ELTJ (enter this code on the furikae line "other")

Applied Linguistics (4 issues per year)
Usual subscription: ¥10,800
JALT subscription: ¥9760
#5-AL (enter this code on the furikae line "other")

Submitted by Thom Simmons

JALTとDavid English HouseはJALT会員に対する教育、及び応用言語関係の出版物のディスカウントを発表しました。振り替えにてすぐに注文できます。詳細は英文をご参照ください。

Thom Simmons

Three Position Announcements for *JALT Journal*

1. Associate Editor

The successful applicant will begin reviewing, accepting and editing manuscripts submitted to the Perspectives section of *JALT Journal* from January 1, 2001, taking over officially from June 1, 2001. The Associate Editor will become *JALT Journal* Editor after three years as Associate Editor.

Interested applicants must: (a) be a JALT member in good standing, (b) be resident in Japan, (c) have experience in second/foreign language teaching, (d) have an academic background in second/foreign language acquisition and pedagogy, (e) have published in the *JALT Journal, The Language Teacher* or in other scholarly journals, (f) have a computer that can read and write MS Word files, and (g) be able to make a commitment of three years.

2. Japanese-language Editor

The successful applicant will begin reviewing, accepting and editing Japanese-language manuscripts for *JALT Journal* from January 1, 2001, taking over officially from June 1, 2001. The editor will translate English-language abstracts into Japanese and check Japanese-language abstracts, and will also proofread the Japanese content of the page proofs for each issue.

Interested applicants must: (a) be a native speaker of Japanese or have native speaker level proficiency, (b) be a JALT member in good standing, (c) be resident in Japan, (d) have experience in second/foreign language teaching, (e) have an academic background in second/foreign language acquisition and pedagogy, (f) have published in either the *JALT Journal, The Language Teacher* or in other scholarly journals, (g) have a computer that can read and write MS Word files, and (h) be able to make a commitment of three years.

3. *JALT Journal* Webmaster

The successful applicant will be responsible for maintaining the *JALT Journal* website, updating it after each issue, and answering/re-directing questions about the journal submitted online. The position will begin in May 2001, after publication of the May issue of the journal, and the applicant will work closely with current Webmaster and Incoming Editor Nick Jungheim to facilitate the transition.

Interested applicants must: (a) be a JALT member in good standing, (b) be resident in Japan, (c) have a computer that can read and write MS Word files, (d) be able to design and upload webpages, and (h) be able to make a commitment of three years.

Those interested in any of these positions should submit a curriculum vitae and cover letter to the current editor, who will also answer questions about the positions: Sandra Fotos, EdD, Editor, *JALT Journal;* School of Economics, Senshu University, 2-1-1 Higashi Mita, Tama-ku Kawasaki-shi, Kanagawa-ken 214-0033, Japan; <sfotos@gol.com>

Submitted by Gene van Troyer

TOWARDS THE NEW MILLENNIUM
新千年紀に向かって
JALT 2000
Granship, Shizuoka
グランシップ, 静岡
November 2-5, 2000
11月2～5日2000年

JALT2000 Conference News

edited by l. dennis woolbright

If you are still undecided about whether to go to this year's JALT conference, then read what some of JALT's leading lights have to say.

Joyce Cunningham, Director of Programmes
Going to Shizuoka for JALT2000's international conference on November 2-5? There are many reasons why you should. It's only an hour away from Tokyo by Shinkansen. It's Mount Fuji country. There's a superb conference site building and easy access to and from your hotel in a matter of minutes. Hmmmm...still not totally convinced? Well then don't stop reading. JALT2000 features over 300 demonstrations, workshops, colloquia, forums, special interest events, plenary speeches, and featured speaker presentations. The JALT2000 Program Team is proud of its expanded poster session display as well. Take an opportunity to browse and talk to some 40 presenters about the topics of interest on display; get a handout and exchange meishi. Don't miss the exciting Educational Materials Exhibition crammed with the latest books and publisher materials—enough to make you drool, lots of fun parties, a street performer's festival, and a great Irish band. Plus, it's a great opportunity to network with some of the best in the field. Meet old friends and new from Japan and abroad. Hey, now you are looking more willing...but I ain't finished by a long shot. We've got Koen-meigi for many areas (including Monbusho - see the JALT News column for a list) so you can come to enjoy our main speakers: Torikai Kumiko from Rikkyo University and Anne Burns on action research. Special guest speakers are Jane Sunderland (language and gender issues), and Gabriele Kasper (pragmatics), and our Asian Scholar, Dr. In Lee from Chongju National University in Korea. There is also a whole day of Featured Speakers sponsored by our Associate Members on November 2 when you can attend two three-hour workshops given by experts in your area of interest. If you want to get involved with our organization, there are lots of SIG and chapter contacts, and meetings galore. Back by popular demand are the Special English workshops for the nonnative speaker looking for something unique. The conference also includes a job info centre, a handout centre where you can get copies of handouts for workshops you missed, a childcare room for the first time this year...Hey, you

are smiling? Yeah, you are nodding? Yes? I will see you there? That's great!

Robert Long, JALT2000 Program Co-Chair
The JALT2000 conference is the time that English teachers of all nationalities, backgrounds, and beliefs can come together for a few days to share ideas, learn new theories and practices, and network. We feel that the Granship will be a great venue to steer you in the right direction.

Keith Lane, JALT2000 Program Co-Chair
Ahoy there teachers and language professionals. I would like to welcome you aboard JALT's Granship this November as we set sail into the new millennium. All hands on deck for plenary speeches by famous navigators Anne Burns, Kumiko Torikai, Gabriele Kasper and Jane Sunderland, and the Organization General Meeting. Let's hoist sails for the 21st century.

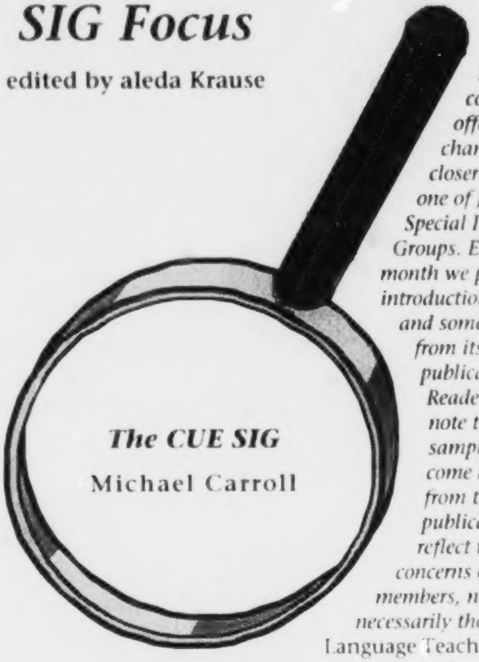
Mark Zeid, Director of Public Relations
So many people have worked so hard to make JALT2000 the best conference on language education in Asia for this year. This is once again going to be the best event and the best opportunity for professional development for educators. We are providing childcare, special workshops for nonnative English speakers, the largest display of educational materials in Asia, wonderful social events, and hundreds of presentations. Of course, we also provide the opportunity to network and meet 2000 other professionals who will also be attending the conference. In short, JALT2000 is once again the number one place to be for fun and learning. Furthermore, with all the new events taking place in JALT since it became a NPO, JALT2000 is a great place to learn more about how these changes will affect all its members. It's also a perfect venue to get more involved with making JALT the premier organization for language professionals in Japan. JALT2000 is going to be a great conference and a wonderful opportunity for everyone. It would be a shame for anyone to miss it.

* * *

The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication. For further details, please contact the Editor.

SIG Focus

edited by aleda Krause



The CUE SIG

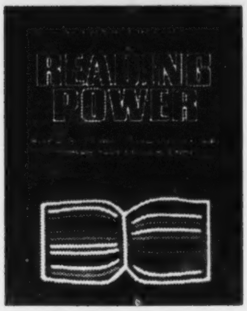
Michael Carroll

The SIG Focus column offers a chance for a closer look at one of JALT's Special Interest Groups. Each month we publish an introduction to a SIG and some samples from its publications. Readers please note that the sample articles come directly from the SIG's publications and reflect the concerns of its members, not necessarily those of The Language Teacher.

CUE is the College and University Educators Special Interest Group. Our aim is to promote discussion among language educators at colleges and universities in Japan. Our focus is teaching and research, and we also do our best to respond to members' needs for information regarding other professional and employment issues. Some of the things we do regarding members' needs are offer a base of mutual support, networking and professional development among group members; disseminate information about current research relating to language teaching in Japanese higher education; help members not fluent in Japanese to understand Japanese language information related to teaching at Japanese colleges; sponsor awards to encourage excellence in tertiary education: the CUE Merit Award and the CUE Reader's Choice Award; and provide multiple forums for exchange of information and opinion among educators, such as (1) *On CUE*, the thrice yearly membership journal, featuring information on research, teaching practices, etc. reported by members and other professionals in post-secondary education; (2) CMN-talk, a discussion list open to all members of CUE and others who are interested; (3) conferences, such as the CUE mini-conference on content-based learning held at Keisen University in May this year; (4) the CUE forum at the JALT national conference; (5) CUDs, informal discussion groups which aim to provide forums for the exchange of ideas and information; (6) and the CUE Research Database, under development at the moment.

This year has been another busy one for CUE. The mini-conference in May was a great success.

Reading Power Series



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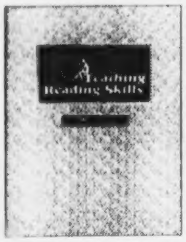

✂ -

*Please send me an inspection copy of:

☐ ***Basic Reading Power*** ☐ ***Reading Power*** ☐ ***More Reading Power***

to consider for class adoptions.

Name: Mr/Ms .... School Name & Dept: ....

Address: Home ☐ School ☐ ....

Tel: Home ☐ School ☐ .... No. of students you teach: ....

e-mail: .... Would you like to be contacted about new materials, events, etc? ☐ YES ☐ NO

LT 9/00

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Pearson Education Japan
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Nishi-Shinjuku KF Bldg. 101, 8-14-24 Nishi-Shinjuku Shinjuku-ku, Tokyo 160-0023 Tel: 03-3365-9002 Fax: 03-3365-9009 e-mail: elt@pearsoned.co.jp

Small enough to allow participants to get a sense of the big picture, it was nevertheless well attended. For an account of some of the highlights see the review by Greg Goodmacher, Kay Hammond and Alan Mackenzie in the current *On CUE*. The conference proceedings are in the process of being put together and will be available for distribution at the JALT conference in November. Already plans for the next mini-conference, on autonomy in learning, are under way.

If you are interested in knowing more about CUE, contact the coordinator, Alan Mackenzie at <asm@typhoon.co.jp> or the membership chair, Hugh Nicoll at <hnicoll@funatsuka.miyazaki-mu.ac.jp>.

***On CUE* has an ongoing call for papers as follows:**

> **On CUE aims to provide a forum for the presentation and discussion of research, ideas and curriculum activities of interest to College and University Language Educators. Feature articles of around 2000 words are welcome, as are shorter pieces for the columns "From the Chalkface," edited by Andrew Obermeier, "Opinions and Perspectives," edited by Debra Pappler and Mark Weinkle, and "Focus on Language," book, software, and website reviews, edited by Steve Snyder. Full submission guidelines are available from the editor, or from the CUE website: <www.wilde-e.org/cue>. Abstracts of papers published in college and university bulletins are also sought for the new "Research Digest" column, the aim of which is to make such research more widely accessible, and to build up a picture of the diverse, but often hidden, research activity going on in Japan. A new column "Professional Development," edited by Debra Pappler, is being launched in the current issue. Deadlines are Feb. 1, June 1, and Sept. 1. Contact the editor, Michael Carroll at <michael@kyokyo-u.ac.jp>; f: 075-645-1734.**

In the current issue of *On CUE*, Martin Bradshaw (Grice's Cooperative Principle and the "Ambiguous" Japanese "Hai." *On CUE*, *8*(2), 8-11) looks at the Japanese "hai" from the perspective of Grice's cooperative principle. In a thoughtful analysis of a common cross-cultural misunderstanding, Bradshaw demonstrates how the Gricean principle and the four maxims can help us to a possible interpretation. Taking as an example a short stretch of discourse (in English) from a job interview, he examines the various layers of meaning of the word "hai" uttered as part of that discourse.

> To anyone arriving culturally unaware in Japan, the subtleties of Japanese social etiquette and expected behaviour are often misinterpreted, or commonly not even noted. I do not want to get sidetracked into a lengthy discussion of Japanese protocol. But to get to the bottom of the "dilemma" encountered in our job interview let me say a few words about what I think led to my confusion. Clearly, the illocutionary force of "hai" (yes) was very different for the two parties involved—the two English-speakers and the one Japanese speaker.
>
> "Yes" in English, like "hai" in Japanese, can possess differing language functions, or Speech Acts [sic]. Its single sense can have variable force. For example, as permission: May I borrow your pen? Yes, go ahead; as affirmation: Joe left work early today? Yes, he left about an hour ago; as query: Mr. Bradshaw? Yes (what do you want)? to name but a few. Like "yes" in English, the Japanese "hai" can also have differing force—some instances being more direct than others. As I did not know at the time of our interview, "hai" in Japanese, or sometimes the use of "yes" by Japanese when speaking English, can simply mean "I hear you." That is, it can mean no more than "I understand what you said." In such instances, it is not to be taken as an affirmation of what was previously said nor as a positive response to anything, even if uttered in response to a clearly stated yes/no question.

In the same issue, Andrew Obermeier (Language and Power in "We are the World." *On CUE 8*(2), 22-23) contributes an insightful piece to the "Focus on Language" column, in which he examines a subtle instance of how power relationships are played out through the use of language in the music video *We are the World*.

> Though my students were moved by *We Are the World*'s message of hope and contribution to humanity, repeated viewings led me to see it in a different light. Subtle cultural confrontation revealed itself amidst this amalgamation of forty-five artists singing to fight hunger in Africa. Juxtapositions of blacks and whites are scattered throughout the video, and as a result I saw examples of how dominant and minority cultures cope when forced to interact. . . .
>
> During the singing rehearsal, as the camera cut from white face to white face, artists came to a consensus to change the lyrics. They wanted the *better* [italics added] in the verse "we are the ones who make a better day, just you and me" changed to *brighter* [italics added]. *Better* is clearly the superior word in the context of the song and its cause, but this group of linguistically nimble stars chose *brighter*. The majority awareness should have been high enough to realize that the last thing one should wish upon

> the starving and sun-parched of Ethiopia is "brightness." This word at best conveys superficial exuberance and at worst, irritating illumination. As Stevie Wonder put it, "Better has more bite." The change in the lyrics happened almost immediately after rehearsal began, an instant rebuke to the writers and hosts. Shortly after, co-writer Michael Jackson was snubbed when his proposal to integrate a short chorus in an Ethiopian language was brusquely disregarded. Other instances of whites behaving inappropriately abound in the video for the sensitive viewer.
>
> Choosing *brighter* over *better* [italics added], and choosing not to sing a few verses in the language of the song's beneficiaries are two instances of insensitivity as people unconsciously clanned together, entwined by the thin veil of language. The choices mentioned above could be viewed as subtle assertions of the status quo.

The piece nicely complements Bradshaw's in that both point out that there is more to choice of words than initially meets the eye, and that particularly in cross-cultural encounters sensitivity to such subtleties is not just a question of propositional meaning, but of interpersonal meanings, and power relationships as well.

Also in this issue, Joseph Dias, Keith Ford, Eamon McCafferty and Gary Ockey (IATEFL: A Review. *On CUE 8*(2), 12-17) review a selection of talks presented at this year's IATEFL conference in Dublin. Reviewing eight presentations that made the biggest impressions on them, on topics such as testing and assessment, the form-meaning debate, video in the classroom, conversational analysis, and teacher presentation skills, they conclude with an account of a plenary by Mary Ruane considering the nature of educational change.

> Perhaps this profession that we have all chosen (or fallen into) is one particularly conducive to encouraging the journey of self-discovery that Ruane spoke of. If so, it may be useful to reflect upon her message that there are no universal answers to the challenges we meet in our life and work, but rather "it is the walk that makes the path and not the path that makes the walk."

In Volume 8 issue 1, Anthony Rausch (University Student Readiness to Language Learning Strategies Instruction: Teacher-Directed Versus Learner-Directed Approaches. *On CUE 8*(1), 12-17), following up on an earlier paper in which he described a "menu approach" to teaching learning strategies, considers Japanese students' state of readiness of for the role of active learners.

> Most approaches to strategy instruction are teacher directed and instruction based, undertaken by teachers who "teach" strategies to learners during a language class. In such approaches, strategies instruction is integrated into the existing curriculum at the discretion of the teacher and with teachers having the responsibility for introducing, explaining, and modeling the strategies, necessitating additional teacher training on language-learning strategies. An alternative can be found in student-directed, learning-based approaches, with materials developed specifically for learners to access, direct, instruct, and assess various strategies directly and independently on the basis of either a materials fit, a task fit, or a personal learning styles fit.

He reports the results of a survey in which he investigated students' views of learning management, learner- vs. teacher-centred orientation, teacher and student roles, and ways of improving learning and learning strategies.

> The responses seemed to point to a contradiction between a learner-centered learning orientation on the one hand and a lack of confidence on the part of these same students regarding their own learning capabilities [plus] a reluctance to take control of their own learning on the other. Most students appear to have a learner-centered orientation, as seen in their recognition of the inherent individuality in learning and the importance of student effort in learning success; together with the view that the teacher's role includes responding to students' learning needs, and addressing learning difficulties.
>
> However, this learner-centeredness appeared to be contradicted by responses regarding study management and improving learning, which reflect an apparent desire for a balance between teacher-guided and self-guided study, confirmed by responses indicating that students stressed the importance of teachers acting to provide learning materials and organize learning activities. Furthermore, students indicated that attitudes about learning were at least as important as either an understanding of learning on behalf of learners themselves [or] the planning and management of learning, curriculum and course management, teacher expertise and quality of materials. . . . .
>
> The survey seems to indicate a relatively high degree of readiness for teacher-directed, instruction-based approaches. Respondents report preference for professorial guidance and exhibit lack of confidence regarding an independent role in the learning process. Students see teacher-training sessions as the most practical means of introducing language learning strategies to the English language curriculum. They also see improvements in learning as an outcome of im-

> proved attitudes about learning as much as increased understanding of learning or any other means such as concrete planning and management of learning. . . .
>
> Student readiness for student-directed, learning-based approaches on the other hand, appears to be relatively low. However, ...the degree of learner-centeredness characterizing students points to the potential they have for self-instruction and regulation of strategies use, albeit within the construct of what Littlewood (1999) calls reactive autonomy. Littlewood pointed out that while East Asian students have the same latent capacity for autonomy as Western learners, they have likely not experienced learning contexts which encourage proactive autonomy, the Western concept in which learners take charge of their learning, determine their objectives, select methods, and evaluate what has transpired. Therefore, efforts to increase autonomy in East Asian settings should initially focus on reactive autonomy, that [sic] "which does not create its own directions but [which], once a direction has been initiated, enables learners to organize their resources autonomously in order to reach their goal [sic]" (p. 75).

Rausch concludes by suggesting that improving attitudes is not a prerequisite but a result of improved learning.

> Efforts to improve student attitudes about language learning in the abstract sense would be much improved by generating motivation to learn by giving learners strategies to address the actual process of learning autonomously. The notion that "we must improve attitudes to improve learning" must be reintroduced as "we can improve attitudes by improving learning," with one way being student-directed, learning-based-strategies instructional approaches.

In the same issue, Keith Ford (Promoting Autonomous Language Use in the Japanese University EFL Classroom. *On CUE 8*(1), 7-11) looks at the notion of autonomy from a different perspective:

> Most proposals for learner development, particularly in ESL, have tended to concentrate on the question of "strategy training" in cognitive and metacognitive skills....However, my focus here is on the interpersonal, social and interactive side of language learning rather than the intrapersonal (van Lier, 1996). I look at promoting learners' autonomous use of the L2 by raising their awareness of the importance of a number of attitudinal and behavioural factors involved in moving from a teacher-dependent language-learning environment to one of active independence/interdependence....
>
> Making a transition from a passive and teacher-dependent role—which the majority of Japanese high school learners have experienced—to one of active independence is fundamental to the way in which learners will perceive their future contributions and responsibilities in the language-learning process. As one learner commented, reflecting an increasing awareness of accepting such a role in a more autonomous learning environment, "We have to move by ourselves in this class" (Ford, 1997). So, what does this "moving by ourselves" actually involve? In terms of learner activity, increasing independence can be recognized by such hallmarks as learner-initiated interaction, willingness to interact in the target language both in and out of the instructor's earshot, volunteering, willingness to undertake spontaneous communication, active and willing involvement in group formation, and seeking teacher advice when needed. We should keep in mind that these learners have been used to being told what to do, how and when, rather than using their own initiative, and so they must be steadily nurtured in the right direction for them to make this transition.

While Rausch sees attitudes towards learning as being a function of learning itself, Ford proposes that teachers of beginning first-year students have a responsibility to try to shape this attitude from the first, since this is "fundamental to the way in which learners will perceive their future contributions and responsibilities in the language learning process." For example he notes the difficulties involved in creating a communication-friendly class when students are reluctant to mix freely, and advocates a directive approach to grouping students within the class in order to bypass clique formation and foster a dynamic, interactive classroom culture.

> It seems that most Japanese Freshman, given the option, will sit with the same classmate(s) in the same part of the classroom. This is usually due not only to friendships but also perceptions of belonging to certain cliques or circles determined by such factors as fashion preferences, appearances, and degree of proficiency in the L2. This is not conducive to establishing a highly interactive class, as clique formation may result in negative peer pressure, competition rather than cooperation, and possibly reluctance to participate. Thus, the instructor must make clear early on the importance of making an effort to get to know and work with all one's classmates. Constant recombining of groups and pairs must be a feature of the early classes....
>
> To promote high levels of interaction, participation and autonomous language use, learners must get the sense that they all have an invest-

> ment and a part to play in that culture, sharing its rules, attitudes and types of behaviour....The importance of the socialization process cannot be underestimated, as inherent in the rationale behind promoting cooperation and interdependence in the language classroom is the view that social interaction is the driving force behind interlanguage development.

On CUE's regular columns have also featured a variety of articles. Jim Corbett, in Issue 1 this year, described a way of using a short scene from *Oliver Twist* to encourage spontaneous use of English through the preparation and performance of unscripted skits. Building on this idea, Corbett follows up in Issue 2 (Heroes and Drama: A Second Application for English Language Learning. *On CUE* 8(2), 24-25) with a description of how he has developed the activity, using the life story of a well-known Canadian, Terry Fox, and focussing on the character, motivations and feelings of people in the story.

> The central theme of my lessons on *Oliver Twist* and Terry Fox was the lives of individuals. Before experimenting with drama, I assumed that unique events were essential for generating discussions, role-plays and skits in an English class but after examining theses [sic] two lessons, I realized that character development is more important. This is why classic plays like *Hamlet* and *Death of a Salesman* revolve around central characters. A letter from a former trainee expressing enthusiasm in my lesson on Terry Fox has inspired me to incorporate more activities related to character development and drama.

Steve Snyder's "Cyberpipeline" column has built on the style initiated by former editor Charles Jannuzi in focussing on internet research resources: booksellers, alerting services, article search services, and other tools for getting information quickly and efficiently. Recent book reviews have included Snyder on Carruthers and Boucher's *Language and Thought: Interdisciplinary Themes* (8:1), and Michael Crawford on Kumai and Timson's *Hit Parade: Listening* (8:2).

In the current issue there are two new columns. "The Professional Development" page aims to give advice and information on practical issues of employment, hiring and firing practices, and further education opportunities. The first article (8:2) looks at options for teachers based in Japan studying for higher degrees by distance. The "Research Digest," a column suggested by John Dougill, will publish abstracts of papers published in university bulletins, as a means of disseminating reports of research activities more widely.

This window into *On CUE* has looked only at the most recent two issues. Previous issues have included a wealth of research and ideas on language teaching and classrooms in Japan. These can be found in the CUE archive on our homepage at <www.wilde-e.org/cue>. Issue 8 will be uploaded shortly. In the meantime readers with a particular interest in the articles mentioned here can contact Michael Carroll or Alan Mackenzie for a copy.

SIG News

edited by robert long

Interested in learning more about your SIG? Please feel free to contact the coordinators listed after this column.

各部会の活動の詳細については、コラム下に掲載の各部会コーディネーターへお問い合わせください。

CALL: The CALL SIG has many events planned for JALT2000. Stop at our table to get more information. Now we are looking for CALL users to present at our forum in Shizuoka on November 4th, 10:15-12:00. The forum will run on a software fair and poster session model with people showing and or explaining their favorite software or projects. Presenters will need to bring their own laptops to show software. For more information visit <http://jaltcall.org/conferences/jalt2000> or email <elin@gol.com>. The deadline for presenters is October 5.

コンピューター利用語学学習研究部会では、JALT2000において様々な催しを計画しております。詳細は、会場内の部会テーブルまでお越しください。また、11月4日の部会フォーラムにおいて、ご自身のお気に入りのソフトを紹介してくださる講演者を現在募集しております。詳細は、上記英文記載URLのページをご覧ください。

GALE: GALE program chairs Cheryl Martens and Simon Cole made our second annual retreat and symposium in Hiroshima June 23-25 a very special event. Presenters came from as far away as Canada. We witnessed the birth of "The study and teaching of masculinities in TEFL" in Japan, learned new ways of coping with verbal and physical aggression, and stressed the importance of method as well as content in creating non-racist, nonsexist, non-homophobic classrooms. Planning is already underway for our third symposium in Hokkaido next year, thanks to Sean Curtin, who will be our new program chair.

6月23-25日に広島で開催された当部会第2回シンポジウムは大成功に終わりました。来年北海道で開催予定の第3回シンポジウムの準備にも着手しております。

OLE: OLE has issued its NL 16, containing besides the usual statement of purpose in four languages, reports from the January 2000 Exbo and the Gallagher case, whose verdict could be crucially important for teachers of OFLs. This is followed by extensive information on OLE's activities on the regional level as well as at on OLE-related submissions to JALT 2000. There is also a contribution by Professor Chi on teaching Korean as well as information by various publishers for the new term. Orders copies from the coordinator, Rudolf Reinelt.

当部会設立趣意書、１月開催の今年度役員総会概要、英語以外の言語を指導する教員にも重要なGallagher訴訟、また、各地におけるOLE関連の催しやJALT2000での当部会の活動等を掲載したニュースレター１６号が発刊となりました。

CROSS CULTURE: Crossing Cultures SIG members are invited to participate in the SIETAR Japan Mini-Seminar on Intercultural Experiential Learning on October 7-8 from 10:00-17:00 at Obirin University in Machida, an event supported by the Crossing Cultures SIG and West Tokyo Chapter. See details in Chapter Meetings.

異文化研究部会の会員の皆様、10月7-8日に当部会と西東京支部の後援で町田市の桜美林大学で開催されるSIETARのミニ・セミナーへの参加をお勧めいたします。詳細は、Chapter Meetingsコラムをご覧ください。

GILE: JALT Hokkaido Chapter is cosponsoring a workshop with the Global Issues in Language Education SIG on September 24. The theme is how to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills and commitment required by world citizens to solve global problems. Global education content includes world regions, world themes and world problems. The workshop will have 18 speakers and five roundtable discussions. The issues focus on five main areas: (a) environment, (b) discrimination and human rights, (c) multiculturalism and cross-cultural communication, (d) international cooperation, youth exchanges, and NGOs, and (e) global issues in critical perspective. The first presentations start at 10:00 and the roundtable discussions end at 16:00. The event will be held at the Hokkaido International School, 1-55 5-jo, 19-chome Hiragishi (5-min walk from the Sumikawa Station). JALT members enter for free. One-day guests are 2000 yen. Please visit the homepage <www.crosswinds.net/~hyrejalthokkaido/JALTPage/> to find the presenters' abstracts, the schedule, and for a map to get to Hokkaido International School.

グローバル問題研究部会では、JALT北海道支部との共催で、学習者に効果的に語学を習得させると同時に地球市民としてグローバル問題を解決するための知識や技能とその意欲を身に付けさせる方法をテーマとしたワークショップを9月24日に開催します。環境、差別と人権、異文化間コミュニケーション、国際協力とNGO、批判的視点からのグローバル問題を焦点に１８人の講演者を迎え５つのラウンドテーブルを展開します

Teaching Children: The TC SIG, along with the JALT Osaka Chapter, World Academy, and Pearson Education, is sponsoring a Kansai Mini-Conference, "Learn With Children," on Sunday September 17 from 10:00-17:00 (registration begins at 10:00, presentations at 10:20). It will be at the Abeno YMCA (5 minutes from Tennoji Station). With the upcoming introduction of English lessons in public Elementary schools, everyone wants to know: What's happening in children's classes now? Find out from speakers Greg Cossu (*Asking as Well as Answering* on teaching questions), Mikiko Nakamoto (*Are Singing, Dancing, and Games the Only Ways to Teach English to Children?* on teaching communicative competence), Chris Hunt (*All Together Now!* on cooperative games), Yukie Kawaguchi (*The Younger the Better?* on organizing 2- to 3-year-old classes), and Katherine MacKay (*It's Story Time!* on using storytelling). We welcome everyone who is interested in teaching English to children. For more information, contact Yukie Kawaguchi; t/f: 0726-20-7103; <kawaguchi@zenken-inc.co.jp>.

児童教育部会では、ＪＡＬＴ大阪支部、ワールド・アカデミー、Pearson Educationとの共催で9月17日にあべのYMCAにおいて「こども達とともに学ぶ」をテーマに関西地域のミニ会合を開催します。公立小学校への英語指導の導入を受け、今こどもへの英語授業で何が行われているのかが大きな話題となっています。５人の講演者を迎え、それぞれの分野に関する講演を行います。ふるってご参加ください。

SIG Contact Information

Bilingualism—Peter Gray, t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); <elin@gol.com>; website <www.jaltcall.org/>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>; website <www.wild-e.org/cue/oncue_archive/preva.hmtl>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/index.html>

Japanese as a Second Language—Stacey Tarvin Isomura; <stacey@gol.com>

Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); <barrym@gol.com>; website <www.aasa.ac.jp/~dcdycus/>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>; website <www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/LLE/indexE.html>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www2.gol.com/users/bobkeim/mw/mwcontents.html>

Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w);

<haig@nagoya-wu.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Teacher Education—Lois Scott-Conley; <lois.scottconley@sit.edu>; website <members.xoom.com/jalt_teach/>

Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; <aleda@gol.com>

Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); <lyoffe@edu.gunma-u.ac.jp>; website <www.geocities.com/~newfields/test/index.html>

Video—Daniel Walsh; t: 0722-99-5127(h); <walsh@hagoromo.ac.jp>; website <members.tripod.com/~jalt_video/>

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>; website <www.aasa.ac.jp/~dcdycus/>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); <reinelt@ll.ehime-u.ac.jp>

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <www2.gol.com/users/ath/gale/newsletter.htm>

Forming SIGs

Pragmatics—Yuri Kite; <ykite@gol.com>; Eton Churchill; <PXQ00514@nifty.ne.jp>; Yamashita Sayoko; t/f: 03-5803-5908(w); <yama@cmn.tmd.ac.jp>

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

Cross Culture—David Brooks; t: 042-778-8052(w); f: 042-778-9233; <dbrooks@tkb.att.ne.jp>

Chapter Reports

edited by diane pelyk

Gunma: May—***Getting False Beginners to Communicate*** by Toyama Setsuko. Bringing a textbook to life is one of the most challenging tasks for a teacher. Using *Journeys Listening and Speaking 1*, Toyama demonstrated how to guide students in interactive and challenging activities. She recommended adapting core activities such as information gap exercises and classic games such as "Go Fish" to fit the level of the students and coincide with the text themes. For example, in playing "Go Fish," when students are asked if they have a certain card, higher level students can reply, "As a matter of fact, I do. Would you like to have it?" or "I'm sorry. I don't. You'll have to go fish."

The Journeys textbook provides ear-catching, energetic recordings that provide a lot of input and achievable listening tasks for false beginners. Complementing the listening tasks are some phonetic and rhythm practice sessions. Participants engaged in a "mouth the sounds" exercise that demonstrated the importance of raising student awareness of the differences in mouth movements when using Japanese and English.

At every level, Toyama personalizes her classes. On the first day, students fill out data forms and paste on a picture that Toyama takes with an instant camera. She keeps her forms in a file and uses them for record keeping. This helps her remember the students' names, a first step in building relationships.

Reported by Renée Gauthier Sawazaki

Hiroshima: May—***Professional Development and Cross-cultural Comparisons*** by Ian Nakamura. Nakamura believes that teachers' self-awareness increases their ability to better serve their students as well as benefiting their educational research. He focused on two questions for teacher-learning discussions and possible research. First, he asked how much English should be used by teachers in an English language class. After a lively discussion, most audience members agreed that the majority of a lesson should be conducted in English. The second question concerned the benefits of teachers talking to one another. Nakamura related the results from interviews conducted with Japanese teachers of English. The replies ranged from not giving the matter much thought to welcoming the opportunity to communicate with other teachers and find out what is occurring in the field. The presenter also gave some examples of gaps between the theory and reality of teaching and learning English in Japan.

The presenter then discussed cross-cultural comparisons of movies and remakes. He showed the opening and closing scenes from *The Seven Samurai* (1945) and *The Magnificent Seven* (1960) to compare and contrast the original film and the subsequent remake. He provided examples of students' comments regarding similarities and differences.

Reported by Roidina Salisbury

Hokkaido: June—***Chapter Conference Part 1: The Future of Universities in Hokkaido*** by Sean Curtin. Curtin began his presentation by outlining recent demographic trends of the entire Japanese educational system from elementary schools to universities. As is well known, the population of school-age children began decreasing in 1992. At present, this decrease is most noticeable in elementary schools and to a lesser degree at all levels of education up to and including junior colleges. Four-year universities, however, are continuing to increase in the number of universities, the number of students enrolled, and the number of teachers employed. Although fewer students are graduating from high schools in Japan, a larger percentage of these graduates are choosing to attend four-year universities. Curtin attributes this trend to several factors. Japan is an educational credential society, and the weak Japanese economy makes a university degree seem more attractive than ever, as students and their parents worry about future job markets. The average size of a Japanese family is decreasing, so parents have more money to spend on the education of a child. Also, it is increasingly acceptable for women as well as men to attend university.

Curtin predicts that this trend in four-year universities will hold steady or increase and that universities will adapt to this trend in several ways. Universities will spend more money advertising themselves and will change their entrance requirements to attract more students. Universities will add new departments in growth areas of education such as health care and computer technology. Further, university teachers will be forced to cope with a general lowering of academic standards.

For a teacher interested in university work, Curtin suggests looking for a tenured position in a four-year university located in a fairly large metropolitan area, especially one that has a department in a new growth area. Junior colleges and universities in rural areas will have the hardest time attracting new students and, therefore, are risky places to look for long-term employment.

Reported by Peter Gray

Hokkaido: June—*Chapter Conference Part 2: Teaching Culture in the Elementary Classroom* by Mark Hamilton. From the year 2002, the Japanese Ministry of Education is planning to introduce new subjects including foreign language lessons and international understanding in elementary classrooms. However, with no curriculum provided by the Ministry, schools and teachers are now facing the challenge of designing courses on their own.

The presenter explained his volunteer experience teaching Canadian culture at two Sapporo elementary schools during 1998-99. Designing the course himself, Hamilton first had to define the term "Canadian," which itself proved interesting and challenging. Some features he identified were a strong connection with seasons, a wealth of natural resources, concern for the environment, and a growing recognition of native peoples' beliefs.

From these general ideas, he then designed experiential activities for elementary learners. A variety of lesson plans were developed including topics such as playing hockey, cooking pancakes with maple syrup, making dream catchers, and celebrating Halloween. The lessons were conducted with two groups of 80 sixth-grade students on a monthly basis in a team-teaching format.

Although the original lessons were teacher initiated, midway through the program a metamorphosis occurred with students expressing an interest in researching self-selected topics. Research methods included using the Internet, visiting the Canada Association in Sapporo, using the libraries, and interviewing Hamilton. The students' enthusiasm was so strong that they decided to teach the younger students and a school-wide discovery program called "Oh! Canada" was developed.

To teach the younger grades, the students created puppet shows, role-plays, quiz games, and other entertaining methods for sharing what they had learned.

Looking back, Hamilton expressed a hope that the students might somehow reflect more on their own culture. Through the study of foreign cultures, there is a great opportunity for students to better understand themselves, and by allowing students more input in curriculum development, perhaps this goal can be achieved.

Reported by David Burrowes

Kobe: April—*Implementing Task-Based Learning* by David Beglar. The presenter introduced the audience to the topic of task-based language learning (TBLL) by providing a historical overview of some of the approaches to language teaching. He stressed that TBLL is based on principles as opposed to methods. Beglar presented his personal summary of the basics of language teaching and learning, namely motivation, awareness, meaningful input and output, focus on form, fluency development, and whole language teaching. In addition to providing research-based support for TBLL, Beglar ran participants through each step of a sample lesson plan including pre-task activities, the task cycle, and follow-up language focus for a short reading assignment. Pre-task activities include an introduction to the task and clear instructions. Our example was a brief introduction to a short story with an outline of the tasks. The task cycle included brainstorming for vocabulary, making predictions, and sharing questions to be answered after reading the story. The presenter stressed that the results of all three of these steps should be written and kept on a board in front of the class. The task cycle provides the students with an opportunity to activate some of their own language facilities and increases interest. The follow-up exercise is usually focused on language. One example is practice with verbs in a short story. Finally, the audience was provided with references for further study, including the works of Jane Willis, Peter Skehan, and Michael Long.

Reported by Brent Jones

Matsuyama: March—*An Introduction to Black English Vernacular* by Kathleen Yamane. Black English Vernacular (BEV) is the form of English familiar to a considerable number of Black English speakers in the United States and elsewhere. BEV is a fascinating facet in the jewel of English.

Yamane began with a discussion of the nature of language. She demonstrated how language changes through time and space with concrete examples from the Middle English period.

By considering five or six passages from modern American literature, the audience was able to look at the phonological, grammatical, and lexical structure of BEV and to contrast it with Standard American English (SAE). Here are some examples:

SAE	BEV
"They're mine."	"They mine."
"She looks nice (today)."	"She nice."
"She is (always) nice."	"She be nice."

BEV has its own distinct and regular grammatical structure. There is no doubt that Japanese students, who struggle with the complexities of SAE grammar, would prefer to study such structures.

Basically, BEV is a throbbing, living language that spews forth a veritable plethora of new and exciting words full of energy and life. Humor and wordplays also give BEV a user-friendly quality that invokes feelings of camaraderie among speakers.

Despite all of the problems and pressures on Black people to learn Standard English, BEV is growing. About 80% of Black Americans are reported as using BEV in certain contexts. BEV is thus a language of considerable importance and worthy of future study.

Reported by Paul Dalley

Nagoya: May—*Teacher Empathy and Language Learning* by Kuwayama Hitomi. After summarizing the historical and philosophical development of the concept of empathy, the presenter went on to outline some of the listening strategies that an empathetic teacher should employ when interacting with students. These strategies included talking less and listening more, asking questions, paraphrasing what a student says and giving both verbal and non-verbal support.

Participants were then invited to fill in a 20-item questionnaire designed to measure their responses with each other. This was followed by a role-play and discussion session in which participants were divided into pairs and presented with several role-play scenarios to perform. One participant played the teacher and the other played a student with a learning or attitudinal problem. In the subsequent feedback session, participants discussed their observations and insights. Audience members agreed on the importance of teachers showing empathy towards their students, but that empathy did not involve being soft on students. Both the teacher and students would benefit from clear behavioral guidelines being set.

Reported by Bob Jones

Omiya: March—*Listening Skills* by Richard Walker. Walker began by sketching some stick figures to show his position in the family and Tokyo Tower to illustrate that he lives in Tokyo. The audience became involved through asking questions and guessing information. This listening/speaking task demonstrated the importance of opening activities that focus student attention. Beginning with a short whole-class activity is a good way of reviewing or pre-teaching information. It is also effective in classes with latecomers.

Why is it difficult to listen to and understand oral and written text in the target language? Some answers given by audience participants included speaking speed, accent, length, purpose, and vocabulary. Walker reorganized this information under headings for the components of a listening situation: a) content (grammar, vocabulary, concepts, length); b) speaker (speed, accent, style, expectations); c) listener (interest, purpose, knowledge, role); and d) task (transparency, focus, purpose, support.)

By creating or choosing materials that address these components, teachers can make listening easier for students.

Reported by Mary Grove

Chapter Meetings

edited by tom merner

Akita—We will have a monthly meeting in September. The final and detailed information will be provided later.

9月中に月例会合を予定しております。後日、詳しい内容を御連絡します。

Fukuoka—*Roundtable on Issues Related to University Employment*. Several speakers will give short talks on issues related to university employment, followed by a roundtable discussion with questions from the audience. Speakers include Richard Oberc, on the currently developing situation at Fukuoka University; Dan Kirk and Paul Beaufait, on the continuing situation at the Prefectural University of Kumamoto; Fred Anderson, on finding a good employment situation; and Joe Tomei, with an overview of types of employment. Final panel to be confirmed. See our website for additions and modifications. *Sunday September 17, 14:00-17:00; Aso Foreign Language & Travel College, Bldg 5 (map on website).*

各地から上記各氏を迎え、大学教員の雇用問題についての講演とラウンドテーブル形式の討論を開催いたします。

Gunma—*What is Happening in Public Elementary Schools Now?* by Yuri Kuno, Bunka Women's University. What should be taught to children who are ready to learn the language and who are greatly different from junior high students, but who don't have enough exposure to the language and who do not have skills or good strategies for learning? And also what can we offer not only for the children but also for the schoolteachers who are going to teach English with little knowledge of the language? *Sunday September 17, 14:00-16:30; Maebashi Kyoai Gakuen College (t: 027-266-7575); one-day members 1000 yen, students 200 yen, newcomers free.*

Hokkaido—Workshop cosponsored with the Global Issues in Language Education SIG. The theme is how to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens to solve global problems. Global education content includes world regions, world themes, and world problems. Kip Cates, coordinator of GILE, will be participating in the workshop. For further details, see the GILE announcement in SIG News or visit our chapter homepage. *Sunday September 24; Hokkaido International School (5-minute walk from the Sumikawa Station); one-day members 2000 yen.*

ALT北海道支部では、グローバル問題研究部会（GILE）との共催で、来る9月24日にワークショップを開催いたします。学習者に外国語を効果的に習得してもらい、同時にグローバル問題の解決に必要な知識や技能ならびに責任感を身に付けてもらうための方法をテーマとした本ワークショップでは、世界の各地域について学び、グローバルなテーマや諸問題についても考えます。ワークショップには、GILEのコーディネーターであるキップ・ケイツ氏も参加する予定です。

Ibaraki—*Teaching Bilingual Children to Read and Write* by Brian Purdue, University of Tsukuba. Dominant bilinguals can learn to read their repressed language as fast as native speakers, but it does not improve their speaking ability. The presenter will discuss his experience and research. *Sunday September 17, 13:30-17:00; Tsuchiura Ulara Bldg, Kennan-Shougai-Gakushuu Center (across from Tsuchiura Station); one-day members 500 yen.*

バイリンガル児童の読書能力と会話能力の習得に関する講演者の経験と研究結果を報告します。

Iwate—*Practical Ideas for Teaching Elementary Students*. New ALTs, don't miss this one!! Ms. Natsumi Onaka will do a presentation geared toward new ALTs, but sure to be helpful to any interested teachers on the elementary level. She will offer practical teaching techniques and ideas for syllabus and course design for both one-shot and repeat visits. Ms. Onaka is a former Iwate JALT president, current international coordinator and advisor at Iwate University, lecturer at Morioka College, and a member of the Iwate Society for Global Education. *Sunday September 17, 10:30-12:30; Iwate International Plaza, Morioka.*

Kagoshima—*Idea Swap*. At this meeting we would like to share teaching ideas and activities. Please bring along an idea or activity that you use in your teaching which you think others would like to know about. Activities should be from 5 to 15 minutes long. If your activity requires photocopies, please bring about 20 copies. Don't be shy—come along and share your ideas! *Sunday September 17, 14:00-16:00; Iris Kyuden Plaza IM Building (2nd floor); one-day members 500 yen.*

スワップ・ミート形式で指導アイデアやアクティビティー案を交換します。ご自身で使用されている５－１５分程度のアクティビティー案をお持ちよりください。

Kanazawa—*Star Taxi* by Theo Steckler, Drama Works. A new method for teaching EFL called *Star Taxi* has been used successfully in secondary and higher education as well as in companies, and would interest and appeal to teachers in these areas. *Star Taxi* is a story told in 20 scenes of dialogue which is easy and fun to use, does not require any drama experience or props and does not end in a full-blown dramatic production. It is a complete course but can also be used as a supplement. *Sunday September 24, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi).*

Kitakyushu—*The Pedagogical Potential of Songs* by Ronan Brown. This presentation will be on how to use songs to enliven lessons and enhance communication in the classroom. The presenter will demonstrate song activities that can be adapted for level and used in a range of teaching situations. Example activities are: Music Genre Quiz, Lyric Completion, Songs and Discussion, and Structure Songs. *Saturday September 23, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

授業を活発にし、コミュニケーションを促進する歌の導入方法を紹介します。

Kobe—*Alleviating Comprehension Problems in Movies* by Donna Tatsuki, Kobe University of Commerce. This presentation describes the various barriers to comprehension that learners may encounter when viewing films. Two clusters of interacting factors that may contribute to comprehension hot spots emerged from a qualitative analysis of problems noted in student logbooks. One cluster has a strong acoustic basis while the other has a more cognitive or memory/attention basis. *Sunday September 24, 13:30-16:30; Kobe YMCA 4F LETS.*

Matsuyama—*Stone-Age Multimedia: No Computers Required* by Tom McCarthy, Sei Catalina High School. Pictures, sound, and text are types of media which language teachers use in the classroom. Many of us don't use computers when we teach, but every teacher needs to use multimedia. We will 1) discuss why we need them, 2) look at new ways to use them, and 3) learn how to make them. (Bring a crayon! Everyone is a potential Picasso.) Examples will be given in English, Japanese, French, Latin, and any language you are teaching. *Sunday September 10, 14:00-16:30; Shinonome High School Kinenkan 4F; one-day members 1000 yen, Matsuyama Chapter Local Member fee 4000 yen per year.*

Nagasaki—*Reading With Pause, Prompt and Praise: A New Way to Help Students With Reading* by Steven Donald and Mario McKenna, Nagasaki Junshin Catholic University, with Alison Kane, OUP. Pause, Prompt and Praise (P.P.P.) was developed in New Zealand in the late 1970s to help students who were experiencing reading problems to catch up and to become independent readers. Studies show children make reading gains in comprehension, accuracy, and fluency as well as in improved behavioral skills. This presentation will introduce the technique, explain the history and discuss current related projects. *Sunday October1, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen.*

Nagoya—*Language and Self-Image* by Kay Hammond, Kumiyama town kindergarten. Do you remember someone making a comment about your body? Have you made comments about other people's bodies? This session looks at the language we and our students use to describe our experiences. The presenter's research showed that women used language in a way that blamed the victim. She suggests ways we can stop this. Group discussion will follow. *Sunday September 24, 13:30-16:00; Nagoya International Center 3rd floor, room 1.*

Nara—*Language: A Neurological View* by Dean Williams. Advances in cognitive science, neurology, paleontology, and neuro-linguistics are drawing back the curtain that has veiled the inner workings of the human brain. This presentation will attempt to draw together the strands of evolution, brain science, and linguistics to portray, at least in a rough way, how nature might have formed language in the human animal. *Saturday September 30, 14:00-17:00; Tezukayama Tandai (near Kintetsu Gakuenmae station).*

Niigata—*Fun in the Lab!* by Chris Mori, Shikoku University. Think the language lab is too complicated or just boring old ALM? Stir things up with some simple activities that require only a minimum of lab know-how and preparation. Participants will experience several interactive lab activities that will engage and hold even the lowest proficiency learner. Most of the activities can be modified according to content and level and combine the four skills with an emphasis on speaking and listening. *Sunday September 17, 10:30 -12:30; Nagaoka University of Technology; one-day members 1000 yen, students 500 yen.*

LL設備に関する基本的な知識と簡単な準備で導入できる、LL教室におけるアクティビティーを紹介します。

Omiya—*What's This Action Research All About Then?* by Neil Cowie (Saitama University) and Ethel Ogane (Meiji University), coeditors of the December 1999 *TLT* on Action Research, will give a brief overview of how action research is defined in second and foreign language education and what some of its key features and procedures are. They will also share some examples of how teachers have used AR to improve their practice. Participants in the workshop should leave with some practical ideas of how to start doing action research themselves, or if they have already started, with the motivation to take their research further through collaboration and networking with other teachers. *Sunday September 17, 14:00-17:00; Omiya Jack, 5th floor (near Omiya station, west exit); one-day members 1000 yen.*

Osaka—*Kansai Mini-Conference* jointly sponsored by JALT Teaching Children SIG, JALT Osaka Chapter, World Academy, and Pearson Education. With the upcoming introduction of English lessons in public elementary schools, everyone wants to know: What's happening in children's classes now? We welcome everyone who is interested in teaching English to children. Session schedule as follows:

10:20-11:10: *Asking as Well as Answering* by Greg Cossu

11:20-12:10: *Are Singing, Dancing, and Games the Only Ways to Teach English to Children?* by Mikiko Nakamoto

13:30-14:20: *All Together Now!* by Chris Hunt

14:40-15:30: *The Younger the Better?* by Yukie Kawaguchi

15:40-16:30: *It's Story Time!* by Catherine McKay (Pearson Education)

Sunday September 17, 10:00-17:00 (Registration begins at 10:00); Abeno YMCA (5 min from Tennoji Station); one-day members 1000 yen.

JALT児童教育部会、大阪支部、ワールド・アカデミー、Pearson Education共催による児童英語指導をテーマとしたミニ会合を開催します。

Tokyo—*Graded Readers* by Barry Mateer, Nihon University Buzan Jr/Sr High School and Rory Rosszell. Barry will describe a Reader-Response Approach to Oral Communication used at the junior and senior high school levels where students read graded readers and in journals pose questions that arise. Rory will introduce an extensive graded reading (EGR) program he set up, with groups reading either teacher-selected class readers, self-selected individual titles, or a combination of the two. *Saturday September 30, 14:00-17:00; Sophia University (near Yotsuya station), Building 7 (the tall building) 11th Floor, Room 2; one-day members 1000 yen.*

Toyohashi—*Expanding and Exploring Language through Rhythm and Rap Music* by Prisca Molotsi, Nanzan University. The presenter will show how to use rhythm to create language exercises for the language classroom. What is rap music? and How is it important in relation to language development? will also be discussed. Audience participation will be welcomed. *Sunday September 24, 13:30-16:00; Aichi University Building No. 5.*

West Tokyo—*Intercultural Communication Experiential Learning Seminar.* All JALT members are invited to participate in the SIETAR JAPAN Mini-Seminar on Experiential Learning. The focus will be on sharing practical teaching know-how about instructional activities for intercultural communication training, including how to conduct a simulation game and how to debrief it. Onsite contact: 070-5369-1894. *Saturday & Sunday October 7-8, 10:00-17:00; Obirin University (Machida, 5-min bus ride from north exit of Fuchinobe Station on JR Yokohama Line); 3000 yen per session. On Saturday at 18:00-20:00, there will be a joint JALT-SIETAR meal at a Machida restaurant.*

ＪＲ横浜線より淵野辺駅北口下車。町田バスセンター行き、もしくは小山田桜台行きのバスで桜美林学園前まで約5分です。

Yamagata—*Another Approach to Communicative English Through Canada* by Sarah Wells, Yamagata Prefectural Board. The presenter will introduce herself and talk briefly about why she came to Japan. She will also talk a bit about her family. She will talk about Canada as a country. She will show some pictures and talk about Canada's history, culture, and beliefs. She will talk about English language instruction and why she feels it is important in Japan. She will introduce her friend and they will sing a Canadian song together. *Sunday September 3, 13:30-16:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Yokohama—*Cross-Cultural Communication* by Margaret Kim. *Sunday September 10, 14:00-16:30; Gino Bunka Kaikan, 6F; one-day members 1000 yen.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp.

Akita—Suzuki Takeshi; t: 0184-22-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Yukiko Watanabe; <joebella@pk.highway.ne.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <watanabe@ma.interbroad.or.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Joy Jarman-Walsh; t: 082-878-9931; <jjarman@pent.yasuda-u.ac.jp>; website <http://litcal.yasuda-u.ac.jp/student/jalthiroshima.html>

Hokkaido— Dave Hyre; t: 011-387-7344; <davdhyre@gol.com>; website <www2.crosswinds.net/~hyrejalthokkaido/JALTPage/>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; website <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t: 0197-64-2316; <bigred@kitakami.ne.jp>

Kagawa—David Juteau; t:0883-53-8844; <david-juteau@mailcity.com>

Kagoshima—Nick Walters; t: 0996-21-2062; <belle@po.synapse.ne.jp>; Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6140(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>

Kobe—Brent Jones; t/f: 0797-31-2068; <bjones@gol.com>

Kumamoto—Andrew Shaffer; t: 096-339-1952; <andmirs@try-net.or.jp>; website <www.kyushu.com/jalt/kumamoto.html>

Matsuyama— Linda Kadota; t: 089-931-6211; f: 089-934-9055; <lindak@shinonome.ac.jp>

Miyazaki—Sylvan Payne; t: 0985-85-5931; f: 0985-84-3396; <spayne@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>

Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <nob-shiina@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>

Nagoya—Claire Gelder; t: 052 781 0165; f: 052-781 4334; <claire_gelder@yahoo.com>

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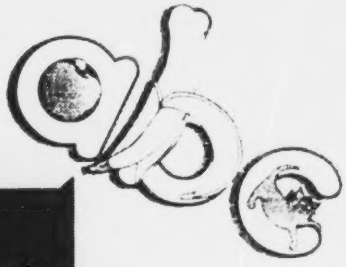

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Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Robin Nagano; t/f: 0258-47-9810; <robin@vos.nagaokaut.ac.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—John Dickson; t/f: 098-893-7557; <dickson@southernx.ne.jp>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Aleda Krause; t: 048-776-0392; <aleda@gol.com>; website <www2.gol.com/users/ljc/jan.html>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <BXU01356@niftyserve.or.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@gol.com>; website <www.geocities.com/Athens/Aegean/1952/>
Shinshu—Mary Aruga; t: 0266-27-3894; <mmaruga@aol.com>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Job Information Center/ Positions

edited by bettina begole

Fall officially arrives this month, marking the beginning of the major job-hunting season in Japan. Frequent readers of this column will notice the jump from four listings last month to 11 this month. Now is the time to polish your resume and hone your job-hunting skills.

The JALT conference in Shizuoka is also rapidly approaching. This year, Adele Yamada will be putting together the JIC at the conference. You can contact her at <adele@apionet.or.jp> or by fax at 0866-92-8656.

As usual, the JIC will be listing positions, forwarding resumes, and helping arrange interviews. If you are an employer seeking qualified teachers, please contact Adele for an advertising form. If you are a job seeker, be sure to come and visit us. If you would like to volunteer to help staff the Job Information Center for a couple of hours during the conference, please contact Adele.

The JIC will also have the annual job-hunting workshop at the conference. Especially if you are fairly new to Japan, come and listen to Boyce Watkins as he gives you some hints on finding that dream job in Japan.

The Job Information Center has a new email address,<tlt_jic@jalt.org>, that should be much easier to remember. Please use this address to place ads, or to request the job list. You can now also find the JIC jobs listed at <www.jalt.org/jalt_e/main/careers/carers.html>.

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at <tlt_jic@jalt.org> or call 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Aichi-ken—The Department of British and American Studies of Nanzan University in Nagoya is seeking a full-time associate instructor in the English language to begin April 1, 2001. **Qualifications:** MA in English teaching or a related field; native-speaker competency in English; teaching experience at the university level; publications preferred. Duties: teach nine, 90-minute classes per week; may be required to coordinate departmental programs; expected to participate in departmental activities and committees; duties regarding the university entrance exams. **Salary & Benefits:** two-year contract with one two-year renewal possible; salary based on experience and qualifications and determined according to university regulations. **Application Materials:** resume with addresses and phone numbers of two references; copy of graduate degree transcript; 500-word essay that outlines teaching philosophy. **Deadline:** ongoing until filled. **Contact:** Professor Sasaki Tsuyoshi, Chairperson; Eibei Gakka, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466-8673.

Hyogo-ken—The School of Policy Studies at Kwansei Gakuin University in Sanda-shi is looking for part-time English instructors for the fall semester. **Qualifications:** MA in TEFL or doctorate, or currently enrolled in an MA-TEFL program. Must be a Kansai resident, preferably in Osaka/Kobe area. **Duties:** teach a minimum of three koma per day for one to three days. Courses include academic writing, content, listening, and discussion/presentation. **Salary & Benefits:** competitive salary and commuting allowance. **Application Materials:** curriculum vitae and letter of introduction. **Contact:** James Riedel, Coordinator; English Language Program, Kwansei Gakuin University, Gakuen 2, Sanda-shi 669-1337; <james@ksc.kwansei.ac.jp>.

Ishikawa-ken—Hokuriku Gakuin Junior College, a Christian college in Kanazawa, is seeking candidates for a full-time EFL teaching position to begin April 2001. **Qualifications:** native-speaker competency in North American English; MA in TESL/TEFL, applied linguistics, or related field; two years experience in TESL/TEFL at the college level in Japan; ability to adapt to cross-cultural environment; intermediate Japanese conversation ability; international or Japanese driver's license; current resident of Japan. Basic computer skills and musical ability are also desirable. **Duties:** teach fifteen to eighteen, 45-minute classes per week. In addition to teaching courses such as conversation and composition, teachers help with department events, serve on committees, and perform assigned administrative duties. Teachers are also occasionally expected to help teach classes at related institutions (kindergartens, etc.). Working hours are typically 8:15 to 4:35. **Salary & Benefits:** one-year contract, renewable subject to performance and budget; salary is based on Japanese faculty scale. Housing; return airfare to home country upon completion of contract; subsidized health/dental insurance; paid holidays; completion bonus; travel allowance; paid vacation; relocation allowance, and research allowance are provided. **Application Materials:** CV/resume; letter of introduction including information about what the Christian faith means to the applicant and why they want to work at a Christian college; photo; and three letters of recommendation. **Contact:** Marie Clapsaddle; Hokuriku Gakuin Junior College, 11, Mitsukoji-machi, Kanazawa-shi, Ishikawa-ken 920-1396; <marie@hokurikugakuin.ac.jp>. **Other information:** Only applicants considered suitable for the position will be contacted.

Kanagawa-ken—Keio Shonan-Fujisawa Junior and Senior High School in Fujisawa-shi, the newest secondary school associated with Keio University, is seeking applicants for two full-time teaching positions in the English department to begin April 1, 2001. **Qualifications:** native-speaker competency in English; MA in TESOL or related field; junior/senior high school experience, particularly in Japan, an advantage; conversational Japanese an advantage. **Duties:** teach 18 hours per week; share typical homeroom responsibilities with a Japanese partner; assess students in accordance with school guidelines; participate in all school events and supervise students during school trips, etc.; play an active role in departmental functions such as curriculum development, test writing, coordination of exchange programs, etc. Full-time staff work five days a week, with Sunday and one other day off. **Salary & Benefits:** based on age/qualifications and year of graduation; commuting allowance, annual book allowance; optional health insurance plan; furnished apartments close to school available for rent with no key money. Annual contract renewable for up to three years. **Application Materials:** cover letter; CV; transcripts from all post-secondary schools attended; details of publications and presentations, if any; at least one letter of recommendation from a recent employer and/or professor in TESOL. **Deadline:** application materials to arrive by post by October 20, 2000. **Contact:** Mr. Tanabe Takumi, English Department; Keio Shonan-Fujisawa Junior & Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa-ken 252-0816; t: 0466-47-5111; f: 0466-47-5078; <takumi@sfc-js.keio.ac.jp>. **Other information:** Graduates of SFC Junior and Senior High School go on to Keio University, and more than two-fifths of the student body have lived abroad for extended periods. Many students already speak English or other languages. The school provides training in computing, language, and intercultural communication in an effort to equip the students for active roles in the global community.

Kyoto-fu—Doshisa International Junior-Senior High School in Kyotanabe-shi is seeking applicants for a full-time tenured faculty position to begin April 1, 2001. **Qualifications:** university degree; teaching experience; long-term commitment required. Computer competency and interest in using new media highly desirable. **Duties:** teach classes primarily for returnees; homeroom, club and other responsibilities requiring strong Japanese ability. **Salary & Benefits:** excellent salary and benefits. **Application Materials:** English resume and Japanese rirekisho. **Deadline:** September 9, 2000. Contact: "Application," c/o English Department Chairperson; Doshisha International Junior-Senior High School, 60-1 Miyakodani Tatara, Kyotanabe-shi, Kyoto-fu 610-0321. No phone inquiries or email applications.

Kyoto-fu—Ritsumeikan University in Kyoto is seeking two full-time, native-speaker English-language instructors (FLI) to begin April 1, 2001. **Qualifications:** MA or PhD in field related to TESOL/TEFL, economics, political science, law or international cooperation; experience in TEFL/TESL preferred; degree conferred within the last ten years preferred; basic Japanese ability preferred. **Duties:** teach an average of ten 90-minute content-based English courses provided by the International Institute with focus on the following areas: reading/writing, aural/oral skills; presentation and discussion skills; development of teaching materials. May be asked to teach courses offered by other faculties of Ritsumeikan University. **Salary & Benefits:** 6,134,400 yen gross salary paid in monthly increments of 340,800 yen plus two bonuses; research allowance; travel allowance; shipping allowance; accommodation allowance; housing allowance; commuting allowance; group medical insurance (required). **Application Materials:** completed application form in either Japanese or English (contact office of academic affairs, see address below); copy of most recent degree earned; list of academic works (thesis, etc.) with a 500-word abstract of each; 1000-word statement of academic background, strengths, and interests with regard to teaching and developing teaching material at the International Institute. A health certificate is not required at time of application, but will be required prior to employment. **Deadline:** September 14, 2000. Applicants will be notified of results of selection process in November, 2000. **Contact:** Send applications by registered mail and indicate on the envelope in red "Application for International Institute Full-time English Language Instructors." Send to: Office of Academic Affairs (*kyomu-ka*) (Note: *kyomu-ka*, not *gakuji-ka*), Ritsumeikan University, Tojiin, Kita-machi 56-1, Kita-ku, Kyoto 603-8577; t: 075-465-8154; f: 075-465-8155. Office hours are 9:00-5:30, Monday-Friday.

Niigata-ken—The International University of Japan (IUJ), a fully English-medium graduate institution, is looking for temporary English-language instructors to teach in its intensive English Program in Yamato-machi in 2001. The program is nine weeks long: eight days of orientation and debriefing and eight weeks teaching. The program dates have yet to be finalized, but will probably run mid-July to mid-September. **Qualifications:** MA or equivalent in TESL/TEFL or related field; experience with EAP, intermediate students, and intensive programs highly desirable; experience with programs in international relations, international management, or cross-cultural communication helpful; familiarity with Windows computers required. **Duties:** teach intermediate-level graduate students up to 16 hours per week; assist in testing and materials preparation; attend meetings; write short student reports; participate in extra-curricular activities. **Salary & Benefits:** 850,000 yen gross salary; free apartment-style accommodation provided on or near campus; transportation costs refunded soon after arrival; no health insurance provided. **Application Materials:** CV and cover letter; no email applications will be accepted. **Deadline:** October 27, 2000. Successful applicants will be invited to interview at the JALT2000 conference in Shizuoka or in Tokyo in February 2001. **Contact:** Nakajima Mitsuko, IEP Administrative Coordinator; IUJ, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-7277.

Tokyo-to—The International Training Institute, NHK Joho Network, an affiliate of NHK, in Shibuya, Tokyo is seeking part-time English teachers to begin work in October 2000. Qualifications: must have three years English-teaching experience at an advanced level (over 550 in TOEFL); a graduate degree in TEFL/TEST, international relations, business, or related fields is preferable. **Salary & Benefits:** based on qualifications and experience. **Duties:** teach advanced English classes through a content-based approach, using news programs and articles, business texts, etc. **Application Materials:** cover letter highlighting qualifications, experience, and preferred teaching methods for advanced classes; detailed CV with photo; copy of diploma and the names and contact information of two references. **Deadline:** September 15, 2000, but the sooner the better. **Contact:** Meguro Hiroshi; International Training Institute, NHK Joho Network Inc., 9-23 Kamiyama-cho, Shibuya-ku, Tokyo 150-0047. After screening, strong candidates will be contacted for interviews.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** resident in Japan, with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; one-year university English teaching experience. **Duties:** classroom activities include teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project. Publications, experience with presentations, and familiarity with email are assets. **Salary & Benefits:** comparable to other universities in the Tokyo area. **Application Materials:** apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline:** ongoing. **Contact:** PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org> and view them online on JALT's homepage (address below).

Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Cafe's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices, in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor.

Calls for Papers (in order of deadlines) 7th EFL Skills Conference—January 23-25, 2001 at The American University in Cairo, held by the Center for Adult & Continuing Education. The subject addressed is "Integrating EFL Skills: Teaching, Management and Technology for the Future." The theme includes but is not limited to EFL skills, using instructional technology, distance learning, ELT management, teacher training, and young learners. The conference will also feature pre-conference events, a testing colloquium, a video conferencing session, a book exhibition, and a ticketed Nile dinner cruise for conference participants. All are invited to present and participate. The deadline for receipt of proposals is **September 30, 2000.** For more information contact The EFL Skills Conference Committee; English Studies Division/CACE (Mail 209), The American University in Cairo, P.O. Box 2511. Cairo, Egypt; t: 202-357-6871; <eflskill@aucegypt.edu>.

The Pan Asia Consortium (PAC) Journal is seeking four to five articles focused on Action Research as it is conducted and applied in the Japanese EFL teaching context. Papers should include: (1) A statement of the problem including the context and the participants. Why was this a problem? The problem should not be too broad and should be located in teaching. (2) A brief review of the literature—all the recent movers and shakers in the area should be included that address the problem only! (3) A method to solve the problem—outlined in detail—what method, why this method, where did it come from, etc. (4) Result—what was the outcome—details. (5) Action—this last cycle is sometimes left out of AR projects but should be included: A comparison of #1 and #4 above—what will the teacher do now and in the future? Will he/she incorporate the new result (#4) or will he/she stick with the original method (or whatever)? Submission deadline: **November 30, 2000.** Information: <www.jalt.org>.

TLT Japan's Meritocratic Education Special Issue—A special issue of *The Language Teacher* is scheduled for publication in November 2001. This special issue will analyse whether Japan's education system, being historically based on merit (i.e., that entrance into universities has traditionally been decided exclusively by students' entrance examination scores), is in need of qualitative reform. The editor encourages papers which examine this method of selection and other issues of social responsibility stemming from it (e.g., ranking schools, juku, ijime), thereby providing useful insight into the education system teachers are working in, which might in turn promote more socially aware classrooms. Submissions, in either English or Japanese (if possible, please include an abstract in English), of feature, opinion and perspective articles investigating these or related issues are especially invited. Please submit your manuscripts by **February 1, 2001.** Send submissions and enquiries to: Kent Hill; Hikone-so 202, Tokiwa-cho 3461-1, Machida-shi, Tokyo 194-0213; t/f: 042-798-1599; <kentokun@twics.com>.

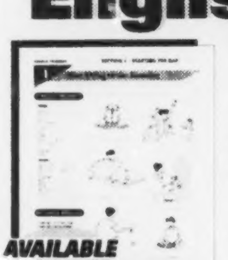
Papers and New Members: *JALA*—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May of 2001). JALA is a professional association for the study of the interrelationship of people, language and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. Information: <www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html> (Japanese) or <kyushu.com/jala> (English).

Essay Collection—What is it like for native speakers to profess English in Japan? A proposed collection of essays aims to gather a wide number of individual examples across many different organizational and institutional sites. Some issues that might be addressed include reasons for teaching in Japan and their relationship to teaching, the assumptions held prior to arrival and the approaches to the realities subsequently encountered, and the nature of English in Japan. Contributions should be twenty to thirty pages, double-spaced, clear, and follow the conventions of the personal essay. The purpose of the collection will not be practical, but instead personal, as well as theoretical. For more information, contact: Eva Bueno; <evapbueno@yahoo.com> or Terry Caesar; <caesar@mwu.mukogawa-u.ac.jp>; English Department, Mukogawa Women's University, 6-46 Ikebiraki-cho, Nishinomiya 663-8558.

Other Announcements

TESOL Online Career Center—Debuting in the fall of 2000 and featuring job listings from around the globe, career resources, and much more, it will be the career site devoted to TESOL professionals. We are very excited about this project and the opportunity to better serve our members. Stay posted at <www.tesol.edu>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in TLT style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.



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Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10－15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日にJALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30
Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57;
f: 0948-24-8591; tlt_ed@jalt.org

Associate Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyhu 804
t: 093-883-5022, f: 093-884-3400 (w); tlt_sub@jalt.org

Japanese-Language Editor — 衣川隆生 *(Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹 *(Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
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(w); f: 011-513-7505 (w); tlt_web@jalt.org

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English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

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SIG Focus — *Aleda Krause*
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SIG Reports — *Robert Long*
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Chapter Reports — *Diane Pelyk & Nagano Yoshiko*
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Members: *Andy Barfield, Wayne K. Johnson, Wilma Luth, Jill Robbins, Sandra Smith, Craig Sower*

和文要旨作成協力者 — 阿部恵美佳 (Japanese abstracts — *Abe Emika*)

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Design & Layout — *The Word Works*
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JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito,
Taito-ku, Tokyo 110-0016; t: 03-3837-1630;
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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（上記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育･語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

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JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

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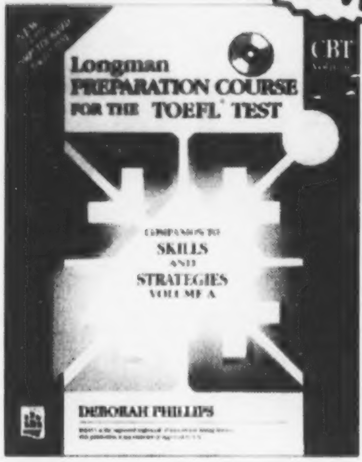
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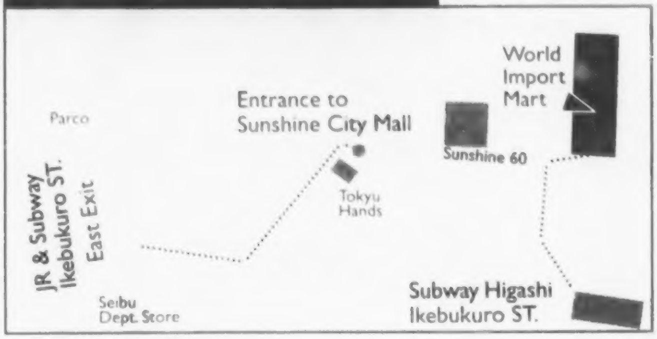
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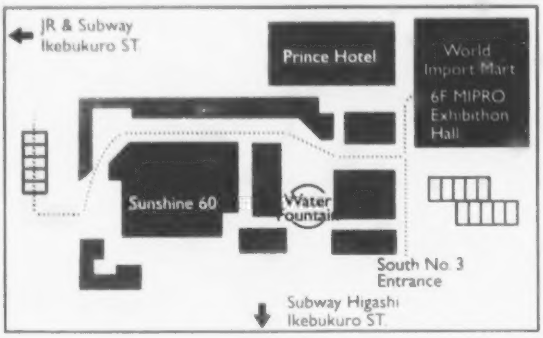
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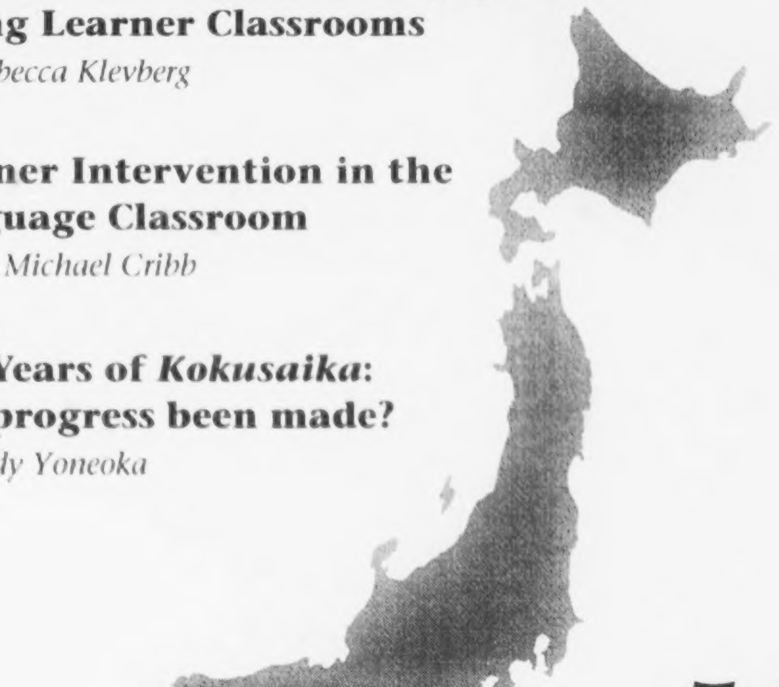

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October, 2000
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The summer break is behind us, classes are in full swing, and our annual conference is just around the corner! A busy time for us all, so we've carefully selected three articles easily digested over an office lunch! First up, **Rebecca Klevberg** tackles that thorny dilemma we've all faced: how much Japanese should we use in our classes? Following that, **Michael Cribb** describes how teachers can assist learners to develop intervention strategies in the language learning process. Finally, **Judy Yoneoka** brings us the second in her series of articles on Kokusaika, discussing why students who are being led to "international waters" are not drinking as expected!

Also, further back in this issue we're delighted to introduce a new column, **Off the Presses**, in which our publishing colleagues will be telling us about some of the exciting developments taking place in their companies. In this inaugural issue, James Hursthouse of *ELT News* takes us on a tour of *eigoTown.com*

Looking ahead to our November issue, the *TLT* team is hard at work to get it to you all before you head for this year's conference in Shizuoka. Look out for us at the publications desk in the Granship Centre. See you there!

Malcolm Swanson

ERRATA

In the July issue of ***The Language Teacher*** we inadvertently stated that **JALT2000 featured speaker, Dr Frank Otto**, was chairman of the *ELT Software Store*. **In fact, Dr Otto is founder and chairman of** *CALI Inc.*, the publishers of the *ELLIS* language-learning courseware. We apologize for any confusion this may have caused.

夏期休暇も終わり、クラスは活気にあふれ、そして年次大会も目前に迫っています。私たち全員が多忙を極めるこの時期だからこそ、今月は、オフィス・ランチの消化にいい三つの記事を厳選いたしました。

はじめに、Rebecca Klevbergの記事では、私たち全てが直面する、どれぐらい日本語を教室で使うべきかという議論の多い問題に取り組んでいます。それに続くMichael Cribbの記事では、いかに学習者自身の言語学習プロセスにおける学習プロセスへの介入ストラテジーの向上を教師が助けられるかについて述べています。最後に、Judy Yoneokaの国際化に関するシリーズの二回目では、なぜ期待されているように「国際化」に至らないのかについて議論をしています。

また、新しいコラム「Off the Presses」は、私たちと同じように編集に関わっている人々が、彼らの会社の刺激的な展開について語ってくれるものです。第一回目として、ELT NewsのJames Hursthouse氏が、eigoTown.comへの旅へと私たちを誘ってくれます。

11月号が発行されるころは、静岡での年次大会が控えています。静岡ではぜひpublications deskにお立ち寄りください。

（抄訳　衣川隆生）

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Rebecca Klevberg

The Role of Translation in Japanese Young Learner Classrooms

日本のコミュニカティブ言語教育（CLT）の教室では、「日本語を使用しないで教える」ことが主流になっている。しかし、多数の教師と学校の経営者との間では日本語使用に対する意見が大きく異なっている。年少者（2歳～15歳）の教室での母語(L1)使用に関する調査を通して、筆者は、語学学校3校の意見と、日本人教師と外国人教師の教室で実際に行われていることを比較した。その結果、教師が普段L1を使用していることが報告され、年少者へ文法、語彙、コミュニケーションストラテジー・学習ストラテジー、対照分析を教えるときには、日本語を使用するという「常識的な判断」アプローチが提案された。コミュニケーションを容易にするために年少者がL1とL2を混ぜることを奨励する教授法が提唱されている。

Recently, more attention has been given to the use of translation in communicative English Language Teaching (ELT), which emphasizes meaningful use of the target language. However, the basis of the communicative movement as the actual "use" of the target language (L2) has been interpreted by some as a reason to shun the mother tongue (L1) completely in the ELT classroom. This is the case with most private Japanese children's language schools, which firmly maintain an official policy of "No Japanese" in their classrooms. However, this policy is currently the subject of much debate between corporate offices and teachers in the field because company policy does not acknowledge the pragmatic value of L1 use in children's classrooms.

This paper explores the debate by examining current corporate opinions on the subject, and compares them to what is actually occurring in some English as a Foreign Language (EFL) classrooms at one major children's school, as reported by both foreign and Japanese teachers. Finally, some practical, yet theoretically sound applications of L1 use and translation in children's ELT, and an experimental approach to translation use will be offered. Here the term "translation" will refer to the transference of information from the L1 to the L2 and from the L2 to the L1.

Corporate Views

There is currently a huge market for private English lessons for young children in Japan, and many students begin preparing for higher education by studying in the private sector from the ages of three and four. Students usually participate in one or two, one-hour classes per week, with an average of 8-12 other students, often alternating between a foreign and Japanese instructor.

To research current views on the topic, interviews were held with representatives from three of the largest children's private language schools in Japan. All schools require no Japanese language ability when hiring foreign teachers, and the use of Japanese is strictly forbidden by foreign instructors at all companies. Japanese instructors at one corporation are allowed to use Japanese in limited amounts for emergency situations and with very young students (ages 2-6). Translation is also used in the Japanese teachers' junior high school (JH) textbooks at the same school for high school entrance exam preparation.

When asked the rationale behind the "No Japanese" policy, one educational director replied:

> "... for 6 days and 23 hours of the week, our students live in a Japanese world.
> For only one hour a week, they should have an English intensive lesson. It may be their only opportunity to hear a native English speaker, so why should that native English speaker use Japanese when they could be hearing perfect English?"

Another director also expressed concern that if translation were allowed it would most often *snowball* from a few words to entire conversations in the native tongue. The same individual further commented that once Japanese has been used in the classroom, a line has been crossed, and it becomes more difficult to maintain an 'English Only' environment. He also noted:

> If we are preparing students for a trip abroad or a home stay, how many people that they come in contact with in the US, Canada, or wherever, will be able to 'help' them in Japanese when they don't understand? Therefore, I don't think we should 'help' them with Japanese in the classroom.

Despite the strict policy however, most executives are also aware of the difficulties involved with the "No Japanese" rule and the fact that it is not always enforced at the instructor level. One executive admitted that, although translation would be of help when explaining difficult vocabulary and grammar, most foreign teachers speak no Japanese so it is not an option. She also noted that "Japanese teachers are instructed not to use Japanese in the classroom. However, I know this doesn't always happen . . . I sometimes hear them speaking Japanese."

Despite these facts, the policy remains in effect since most companies believe parents wish to have their children exposed to an 'English Only' environment. One manager explained "Upper management feels the customer is paying a lot of money, so parents do not want to hear Japanese being spoken to their child." The reasoning behind the "No Japanese" rule appears to be primarily in relation to functional limitations (i.e. low Japanese ability of foreign teachers, or lack of L1 support in "real life" situations), and marketing or parental influences. At no point in the discussion did a theoretical or methodological basis for this rule arise.

In the Classrooms

To get an idea of the amount and type of Japanese actually being used in classrooms, I conducted a survey of 20 Japanese teachers and seven foreign teachers at one corporation with over 400 schools nation-wide. Teachers were asked to estimate the amount of time they spent speaking Japanese according to age group (very young learners aged 2-6 or young learners aged 7-15), and in what area they used it most (pedagogical – vocabulary/grammar instruction, or social - discipline, social conversation, games). The survey results are reported in Tables 1 and 2 below:

Table 1: Japanese Teacher Results

Estimated Time spent Speaking Japanese

Group A – (Ages 2-6)	Group B – (Ages 7-15)
46%	45.75%

Purpose of Japanese Use

Group A (Ages 2-6)	Group B (Ages 7-15)
#1 - Discipline	#1 - Social Conversation
#2 - Social Conversation	#2 - Grammar
#3 - Vocabulary	#3 - Discipline
#4 - Game Explanation	#4 - Vocabulary
#5 - Grammar	#5 - Game Explanation

Note: In leader priority order of response

Table 2: Foreign Teacher Results

Estimated Time Spent Speaking Japanese

Group A – (Ages 2-6)	Group B – (Ages 7-15)
18%	27%

Purpose of Japanese Use

Group A (Ages 2-6)	Group B (Ages 7-15)
#1 - Discipline	#1 - Social Conversation
#2 - Social Conversation	#2 - Discipline
#3 - Game Explanation	#3 - Game Explanation
#4 - Vocabulary	#4 - Vocabulary
#5 - Grammar	#5 - Grammar

Note: In leader priority order of response

The results above indicate that, despite the "No Japanese" policy, a significant amount of Japanese is being used in the classroom. All teachers reported using Japanese some of the time (answers ranging from 20% to 90% with Japanese teachers and 10% to 55% with foreign teachers) with an overall average of 45.9% of the time for Japanese instructors and 22.5% of the time for foreign instructors. Survey results indicate that many Japanese teachers often use the L1 as a pedagogical tool for vocabulary and grammar instruction, especially with older students, as well as for disciplinary and social purposes. Japanese teachers' general comments included:

> [The amount of Japanese used] depends on how long they have been learning. In [higher levels] I hardly have to speak in Japanese, but in [lower levels] I sometimes have to yell in Japanese.
>
> I mainly use Japanese as a 'prompter'. If I ask 'When's your birthday?' and they look confused, I'll say *'tanjobi'* – 'When's your birthday?'

The foreign teachers, possibly be due to linguistic limitations when explaining grammar and vocabulary points in Japanese, appeared to view it more as a way to socialise and to effectively discipline all age groups. One foreign teacher commented:

> The kids learn more, they're more at ease with me. I have a much better time in class with them and we have more fun. If I knew more Japanese, I'd use it more often!

The attitudes of the teachers surveyed here reflected not only the practicality of L1 use in the classroom, but indicated its value in relaxing students and provided a more positive learning environment. Although such limited data may not be generalised, it does indicate that an "English only" classroom may be implausible in a learning situation where students are exposed to the language an average only one hour, once or twice a week. With such limited exposure, communication in the target language exclusively may be impossible, and attempts to do so a frustrating experience for both student and teacher.

> ***". . . why should that native English speaker use Japanese when they could be hearing perfect English?"***

Finally, when questioned about L1 use in the classroom, many teachers expressed an attitude of shame, offering excuses and rationalisations for their use of L1. One Japanese teacher replied; "I know I'm not supposed to, but sometimes I slip." Similar attitudes were reported by Auerbach (1993) in a larger scale study of English as a Second Language (ESL) instructors in America. She reports:

> . . . despite the fact that 80% of the teachers allowed the use of the L1 at times, the English only axiom is so strong that they didn't trust their own practice. They assigned a negative value to 'lapses' into the L1, seeing them as failures or aberrations, a cause for guilt (p.5).

The data and opinions above may be considered as support for the development of new methods and techniques that work to incorporate translation and L1 use in ELT classrooms to create a more effective and efficient environment rather than an attitude of shame concerning its use. What I propose as a solution to this situation is a 'common sense' philosophy concerning L1 use, one in which selective, carefully controlled use of translation and the L1 is allowed to support learning in ELT.

A Common Sense Approach

With a "common sense" approach, sound practical sense and self-control on the part of the teacher are applied while using the L1 to facilitate language learning. Even as the field of ELT was largely in an anti-translation mode in the 1950s, Chapman stated: "plain common sense should indicate that the mother tongue has its place among [all] methods" (p.34) (cited in Cole, 1998, p.1).

Translation use has again become a topic of discussion in ELT classrooms with more textbooks and methods utilising translations and comparisons between languages (Auerbach 1993, Weschler 1997, Cole 1998). Some educators now realise that, due to time limitations in EFL classrooms, translation should be used as a tool or "necessary scaffolding", gradually removed over time (Weschler, 1997).

ESL research also shows that the use of translation with beginning young learners critically affected later linguistic success and the use of both the L1 and L2 eased the transition to English (Aurbach, 1993). Such opinions and research support the use of translation as a bridge between languages to provide a more efficient, comprehensible and comfortable learning environment. There are, in fact, a number of theoretically sound applications for translation in ELT classrooms including grammar and vocabulary instruction, teaching communication and learning strategies and the use of contrastive analysis.

Grammar and Vocabulary Instruction

The most common bond found in most literature supporting the use of translation in ELT classrooms is its efficiency and effectiveness with low level students. In the current methodology prescribed in most private English schools in Japan, one would teach a vocabulary point through demonstration and action; techniques similar to the *Direct Method* of the 1950s and 1960s strictly forbade the use of translation. The method eventually lost popularity partly due to its inefficiency, with critics noting:

> . . . strict adherence to the *Direct Method* principles was often counterproductive since teachers were required to go to great lengths to avoid using the native tongue, when sometimes a simple brief explanation in the student's native tongue would have been a more efficient route to comprehension (Richards and Rogers, 1986, p. 11).

Direct translation to clarify meaning when a pupil does not comprehend a vocabulary word or grammar point is one technique that may be utilised in ELT. By using translation to ensure student comprehension, a solid, meaningful cognitive base upon which to develop communicative use of the language is created. Stern (1992) also supports translation use, noting that translation from L2 to L1 serves an important role in creating a mental link between the new and difficult and that which is familiar. The selective translation of vocabulary and grammar points in ELT classrooms may provide the links necessary for long-term recall of material.

Teaching Communication and Learning Strategies

"Communication strategies" refer to "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (Faerch and Kasper cited in Brown, 1994, p. 118) and are now considered to be crucial in language acquisition, as well as for effective communication (Riley, 1991). Such strategies include appeals for clarification and language switches. On the subject of communication strategy use in children's EFL, Brewster (1991) explains:

> It is important that teachers of young learners ensure that their pupils . . . begin to learn a range of strategies required to negotiate meaning in English, for providing feedback to show that they have understood something, asking questions to clarify misunderstandings or checking details . . . it might be possible to ask the children afterwards what they needed to say in English but only knew in their mother tongue (128).

The strategy of providing eacher translations of clarification phrases and allowing comprehension checks in either language may serve an important role in helping students to understand material and to express themselves clearly.

Williams (1991, p. 204) stresses the importance of engaging students in strategy use noting; ". . . by guiding and encouraging learning strategies, learner-active processes, rather than relying on feeding in structures for children to practice, we may be providing them with a far more valuable tool for self-learning." "Learning strategies" refer to unconscious or conscious activities on the part of the learner that enhance the learning process (Larson-Freeman & Long, 1991). One of the more established areas often used in ELT is mnemonicsthe utilization of formal organizational techniques to enhance memory (Brown, 1994). Mnemonic devices such as the "keyword technique," a two part mnemonic device visually associating an L1 word with one in L2, are considered to result in greater recall than traditional means (Gray, 1997). Although considered by some to be obsolete, Gray (1997) notes, "The use of mnemonics may be of special advantage with North-East Asian students due to its' strong visual approach. Their sensory learning style appears to be quite visually orientated (Lee, 1976; Brown, 1994; Reid, 1995) mainly because of the pictorial nature of their written language" (p.4).

The Use of Contrastive Analysis

Contrastive Analysis (CA) refers to the concept that by contrasting the L1 and L2, one can predict or explain learner errors and difficulties (negative transfer), as well as successes (positive transfer). The extreme view of CA has often been discredited due to its initial applications in error prediction and its association with the behavioristic and structural approaches (Larson-Freeman, & Long, 1991). However, there has been a recent resurgence in ELT defending CA's moderated use in teaching linguistic awareness since a teacher's knowledge of L1 may aid in identifying and examining beginning student errors (Larson-Freeman & Long 1991, Brown, 1994). Shortall (1996) examines CA through the perspective of Universal Grammar (the belief that all languages have basic similarities in certain areas). He notes: "there does seem to be a reasonably strong case for once again trying to examine the effects of L1 on L2 (arguably through a universalist prism). Most language learners make L1 v. L2 comparisons. It may be time teachers and applied linguists started doing so again" (p. 8).

Translation and contrastive analysis may therefore be used to make students aware of proper contextual use of spoken phrases and words.

Translating overly-formal grammar use into a Japanese informal conversation illustrates to students the cold "bookish" feeling and better emphasises the fact that English, like Japanese, is not a set number of formal utterances, but a changing, animated language which has different contextual and situational choices. Finally, translated explanations of structural variations between Japanese and English may serve to create student awareness of potential areas for error, such as English plural form and article/determiner use, both common difficulties for Japanese learners (Yamamoto-Wilson, 1997, Shortall, 1996).

The Use of a 'Mixed' Interlanguage—An Experimental Method

This final section offers an experimental use of the L1 in children's EFL classrooms in the form of a "mixed" interlanguage. Interlanguage refers to "a [language] system that has a structurally intermediate status between the native and target languages" (Brown, 1994, p. 203). In this method, mixed interlanguage refers to the integration of L2 into the L1 base language during "free conversation" and warm-up periods. It is not designed to replace 'English only' instruction, but to supplement it and aid in the development of a communicative use of the language with beginning students. In these periods, Japanese is the main language, however when any previously studied words are encountered, as in the example "*Watashi no okaasan wa san ju ni sai desu.*", the conversation is stopped with the teacher feigning ignorance and asking the students "What's '*Okaasan*'?" or "I don't understand - what's '*san ju ni sai*'?" At this point, the student or classmates are forced to translate, which often leads to a mixing of the two languages, (i.e. *Watashi no* Mother *wa*..") The next time "What's '*watashi*'?" or "What's '*san ju ni*'?" is asked, leading the child to further translation/recall of studied material – "My mother *wa*...thirty-two *desu*." Careful use and constant, strict modification to prevent fossilisation are of utmost importance. However, controlled incorporation of such an interlanguage in the EFL classroom may be developed into a more natural use of English than the rote phrases often taught. It teaches children how to use vocabulary and phrases to express themselves, not that "I'mfinethankyou" is the single response to the greeting phrase "Howareyou?"

"Corporate policy . . . is presently ignoring the potential of this tool in deference to objections often based, not on theory, but on marketing potential . . ."

Papers and research in the field of ESL education concerning language learning in a mixed-lingual environment have provided more resources supporting the use of mixed interlanguages. Auerbach (1993) gives an account of the ESL approach used at the Invergarry Learning Center:

> Students start by writing about their lives in their L1 or a mixture of their L1 and English; this text is then translated into English with the help of bilingual tutors or learners and, as such, provides a natural bridge for overcoming problems of vocabulary, sentence structure and language confidence (p. 72). This process, results in a learner willing to experiment and take risks with English due to the security and validation of allowing L1 use (Shamish, 1990 cited in Aurbach, p.8)

By lowering anxiety and concentrating on meaning rather than form, one provides a more positive psychological environment for learning, considered by many to facilitate language acquisition (Richards & Rogers, 1986).

Although research concerning spontaneous informal L2 use is limited, observations have been made indicating that children's first target language use among themselves often occurs in stock phrases or expressions embedded mother tongue conversation (Bloor, 1984). In a discussion with several foreigners teaching children in Japan, all reported occurrences of students mixing the two languages in the classroom, often in an effort to facilitate comprehension on the part of the foreigner while engaging in natural conversation. Examples given included "*watashi no* dress *wa* cute *desune*?" or "*Waa . . . sensei no* eyes *wa* blue!" The importance of the internal, social motivation behind such conversations has often been indicated as necessary for successful language learning (Brown, 1994).

There are several areas that require further examination in regards to this approach including the long-term effectiveness of concurrent translation with children. It is offered in brief here as an innovative area of translation use with potential for exploitation in children's EFL for facilitating comprehension, reducing young learner stress, and motivating communicative use of English.

In conclusion, translation use may serve to facilitate EFL learning in a number of ways; increasing cognition and recall of vocabulary and grammar, empowering students through its use in teaching communication and learning strategies, and offering points of comparison and contrast when teaching English use in context.

Corporate policy in Japanese children's language schools is presently ignoring the potential of this tool in deference to objections often based, not on theory, but on marketing potential and functional limitations. Contrary to this policy, the findings reported here indicate that teachers in the actual classrooms often find translation necessary, both pedagogically and socially. Therefore, a common sense application of techniques such as those discussed above is highly recommended as a possible solution to this conflict.

***Rebecca Klevberg** has taught children and young adults in the Gifu, Japan area for over six years. She is now completing her MA in Teaching English as a Second/Foreign Language at the University of Birmingham, England. She is also currently developing a textbook series which encourages young learners and teachers to use their L1 resources to facilitate English language learning in a task-based environment. Any comments or questions may be sent to <teachenglish@usa.net>.*

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V. Michael Cribb
Kansai Gaidai University

Learner Intervention in the Language Classroom

教室での言語形式の焦点化(focus on form)を求める第二言語習得理論は、学習者が言語形式を意識化することの必要性を強調している。この結果、広く知られている教師主導の概念より学習者自身の学習プロセスへの介入の概念が重要であると思われる。本論文では、学習者が単にメタ認知的ストラテジーに反応するのではなく、自らの学習プロセスに介入し、積極的に言語形式重視の状況を作り出すことができるように、教師が学習者のメタ認知的ストラテジーをいかに促進できるかを論述する。

The notion of learner intervention in the language classroom has received little attention in second language acquisition literature in comparison to its counterpart, teacher intervention, over the years. In this article, I'd like to redress the balance somewhat and argue that learner intervention is a notion that is potentially equal in importance to, if not more important than, teacher intervention. This is especially true when we consider that most theories which call for some focus on form in the classroom today eschew rigid presentation and drilling of form in favor of "consciousness raising" and "noticing" techniques. Since these theories lay emphasis on cognitive processing, it seems logical that learners should not merely react to form-focused events, but need to actively create and shape them.

In the first part of the paper, I will lay out some of the theoretical background to the issue and extract from this a working pedagogical hypothesis that assumes that some attention to form in the classroom is necessary. Then, I will briefly discuss teacher intervention before showing how learner intervention can be brought into play in a variety of guises to optimize this attention.

A Working Pedagogical Hypothesis

Rather than simply furnishing conditions in the classroom that provide the learner with comprehensible input (Krashen, 1982), most teachers now accept that some focus on form is necessary to optimize the second language acquisition process. For many teachers, though, there will be some doubt as to how they arrived at such a conclusion. Indeed, the debate as to whether consciously focusing on form does lead to L2 acquisition still rages in the literature from time to time (e.g. Sheen, 1994; Long, 1994), and our profession has yet to answer this fundamental question.

Most teachers who are looking to introduce some degree of focus on form into their classrooms are reluctant to go back to the "old days" of rigidly drilling students with teacher-supplied grammatical forms and vocabulary items introduced at the chalkface. Thus theories such as Schmidt's (Schmidt & Frota, 1986, Schmidt, 1990) "notice-the-gap" principle and Rutherford & Sharwood-Smith's (1985) "consciousness raising" have found favor with modern, form-focused protagonists. Both of these theories allow the teacher a wide degree of freedom in how such form-focused instruction may be brought into the classroom, yet both stress the need for "conscious" awareness of form as a pre-requisite for L2 acquisition, particularly if fossilization and backsliding are to be prevented.

Schmidt's (Schmidt & Frota, 1986, Schmidt, 1990) notice-the-gap principle claims that learners will begin to acquire a target-like form if it is present in the input and noticed. Noticing here means becoming consciously aware of a form that, for a learner, will generally occur during some language learning activity. Robinson (1995) has recently expanded on this and recast noticing as a process of detection and rehearsal. Rutherford and Sharwood-Smith (1985) offer consciousness raising (CR) as an alternative to explicitly teaching grammar in the traditional way. In CR, the teacher provides instruction on grammar with varying degrees of elaboration and explicitness to allow students to discover the target structure by themselves.

Whilst there is still a fair amount of debate over these theories, I'd like to include them in a working pedagogical hypothesis for the purposes of this article. That is, I will assume that a certain degree of focus on form in the classroom does lead to second language acquisition at a rate over and above that of simply supplying comprehensible input. This clearly states, then, that it is not enough for learners to simply immerse themselves in the target language and hope that L2 acquisition takes place. Instead, there must be some active intervention in the process, either by the teacher or the learner, which engages cognitive learning processes to allow learners' awareness of form to be raised. It is the aim of this article to articulate such intervention, in particular, that which needs to be supplied by the learner. In order to understand learner intervention fully, though, it is best to look at the notion of teacher intervention first.

Teacher Intervention

Teachers' intervention in the language acquisition process can be applied most notably through selection and sequencing of syllabus, and implementation (i.e. methodology) of activities. Further intervention that is more closely related to the hypothesis takes place in the classroom. To illustrate this, I will consider a task where students are involved in goal-orientated, meaning-focused activities (Skehan, 1996). A typical task consists of pre- and post-task components (often referred to as in-briefs and de-briefs), which are teacher-centered, and a midtask component, which is student-centered, where students work in pairs or small groups.

During the pre-task components, the teacher attempts to bring certain forms to the attention of the learners through the presentation of instances of lexis, formulaic units, and syntactic rules, with various degrees of elaboration and explicitness. The purpose here is for the teacher to make particular aspects of the language that are relevant to the task more salient to increase the opportunity of noticing (Schmidt, 1990) and restructuring (McLaughlin, 1990) during task performance.

For the post-task component, the teacher has at his or her disposal a whole range of activities. Having just completed the exercise, the students can attend to the form of the language more easily since the cognitive load of the task has been lifted. The teacher thus seeks to engage the students in a teacher-centered dialogue by questioning them on the task outcome, modeling performance, challenging their solutions and providing additional information related to the content of the task. All the time, the teacher expands, paraphrases, and corrects the students' language, thus drawing attention to language forms that are judged to have been the most salient during task execution, and providing a model of native-like performance.

The teacher has less opportunity to intervene during the midtask component, since by nature this part is student-centered. The concern then is that, in the absence of any teacher moderation, fluency will be prioritized at the expense of accuracy (and thus form) because pressures to accomplish the task completely consume cognitive resources. The teacher can in part reduce his or her presence to that of a peer and then act to monitor form—surreptitiously providing corrections and bridging gaps in linguistic knowledge as the group works towards a solution—but this can be done only in a limited way. Critics of task-based teaching point to this as the major stumbling block of the method, and so it is here that learner intervention becomes paramount if we are to overcome this. I will consider this notion next.

Learner Intervention

If we accept as our working pedagogical hypothesis that noticing and form-focused attention do have a facilitative role in L2 acquisition, whether peripheral or central, there is no reason why we cannot bring learners into play and give them the means to take advantage of this. Many commentators have lamented on exasperated teachers who attempt to force their students to notice particular language features, who interrupt smooth-flowing tasks to explain an item of grammar, or who keep their *own* finger on the tape recorder pause button during a listening exercise. But if conscious awareness of language forms is such a subjective state of mind, then it seems logical that it is only learners who can judge when and what they have noticed, and only learners who can control the degree of rehearsal (Robinson, 1995) for it.

This subjectivity extends not just to the students as a group, but also to each and every student. Even in a well-streamlined class, which is very rare, students will vary in what language features prove to be important to them at any particular point in time. Each student will have his or her own list of grammatical and lexical items that he or she has been practicing, and will vary in the depth and nature of understanding of these items.

Learner intervention means, then, that we have to make students aware of the need to be form sensitive at certain times and give them the means for handling instances of noticing and the like. That is, we need to give them the metacognitive learning strategies so that features made available through teacher correction, consciousness raising and, in particular, instances of negotiation of form become optimally salient. This will allow for detection and rehearsal when student attention is stretched to the maximum. Giving students such means is not an easy task, since teachers are normally fully occupied in trying to get students to use their English in the classroom and have little time to spare to explain notions about second language acquisition. But it is important early in a course to find the right balance between teacher and learner intervention in order to take the load off the teacher later on, especially with more advanced groups.

"The days of the "heroic" teacher who feels he or she can provide all the necessary form . . . seem to be numbered"

Consequently, one thing I do early in my course is to give all of my students a small book that fits in their shirt pocket. Every time they "notice" something in the form of the language in the classroom, they are required to take out the book and write it down. If I see it coming out too often, then I go over the concept of noticing again and tell them that only forms that they become consciously aware of and seem important to them at that particular time should be noted. It is impossible to completely define the rules for this, but for an intensive course where students are in class all day, then a 10 to 20 item-per-day rule is a practical solution.

Having made students responsible in part for their own intervention, then it is important that we raise their "awareness about the pedagogical coherence of the course" and explain "the rationale underlying the selection of tasks and the way they are used" (Bygate, 1994, p. 243-4). Some tasks may be cognitively light, such as a picture description exercise, and thus may allow students to focus more on form than tasks that are cognitively heavy, such as a debate. Students need to understand this and be told at the beginning of the task what level to expect.

During midtask performance, there will be a great degree of peer-to-peer talk. It is important that students balance form with meaning, and in particular, inquire into the language they are using and hearing. A right to a brief consultation with the teacher can quickly solve this—the teacher steps in, confirms that the form is correct, or provides the correct form, and the group moves on quickly with the task. Again, a balance is important, and it's a balance that needs to be taught and practiced. If students don't realize the need for one then, during a task, in the absence of the teacher, there will be a tendency to structure communication and comprehension strategies rather than engaging in language that is "required to constantly stretch interlanguage and lead to change" (Skehan, 1996, p.40).

Of course, it will take students time to find the right balance between form and meaning, and it is certainly not a skill that can be taught or learnt within the first few days of a course. But students are really the only ones who can reliably introspect on their own learning process, and practice and experience will show them what works best: when to focus on form, when to push for fluency, how to handle teacher corrections during task processing and the degree of rehearsal required, what to do when they notice something, and the value of negotiating their communication. Just as importantly, students need to know the amount of (off-task) planning and extra-curricula "housekeeping"[1] they need to support and augment their task-based learning. Without this degree of commitment to and awareness of learner intervention in the acquisition process, I don't believe language courses can be successful. Learner intervention, in a way, is really a reversal of the traditional teaching sequence. Rather than the teacher supplying students with a form, asking them to learn it and then giving them opportunities to use it in class, the students are involved in classroom interaction and, from this, they decide what items are important and then learn them.

Such sequence reversal and intervention are not just limited to task-based courses though. In most teaching environments, students who have been suitably prepared for and made aware of the need for intervention can make a real difference. For example, students are often called on to submit writing assignments which the teacher then corrects and returns with the expectation that students will incorporate the form(s) into their interlanguage. Several studies (e.g., Zamel, 1985, p.81; Ferris, 1995) have questioned the effectiveness of such procedures though, and teachers are often disappointed and frustrated by the amount of uptake from the students. Perhaps part of this is due to the fact that what seems to be important for the teacher is not necessarily what the students feel is important for them, even though the students recognize the error.

Further, form and its correction that appear to be appropriately timed from the teacher's point of view are not necessarily appropriately timed from the point of view of the students' interlanguage development and thus fail to become uptake.

I regularly try to reverse the traditional procedure somewhat in writing assignments by asking students to underline three or four items in their compositions that they have a question about or they feel to be important. This may be a vocabulary item, a phrase, or the use of an idiom or a whole sentence. At first, they feel awkward doing this and wonder why they need a teacher if I'm not prepared to immediately tell them where their errors are. However, if I follow this up and give them real feedback (including further follow-ups on the item) on what they have shown to me to be important for them, then they come to realize that they can intervene in the learning process on their own behalf and should not just merely react to form-focused events.

Of course, I'm not suggesting that teachers should completely ignore errors that students make until the students inquire about them, but it does seem that for a long time the traffic has been all one way, with teachers telling students what is wrong with their interlanguage, followed by students reacting to this. Such uni-directional concern for form can hardly be optimal when we consider that modern form-focused theories demand the engagement of students' cognitive learning processes.

Another method that encourages learner intervention can be employed during a tape listening exercise (or video). Here, one student is chosen to come to the front of the class and be the tape player "controller" while the teacher moves to the back of the class. The students listen to the tape, and the controller presses the pause button whenever he or she cannot understand, or has a question. (The other students will often cue the controller to pause when they cannot understand.) The teacher then steps forward to explain and provide the necessary elaboration before moving back to allow the students to continue. After a few listening exercises like this, students will begin to intervene on their own behalf even with teacher-fronted listening exercises.

A Lifetime Commitment

The days of the "heroic" teacher who feels he or she can provide all the necessary form just at the right time for the students with the right amount of elaboration seem to be numbered. If you are a teacher who believes that students need plenty of meaning-focused activities in the classroom but feel that a certain degree of focus on form is appropriate (even if you don't know how you have come to this conclusion), then you will be concerned with finding the right balance between the two in your daily teaching; one that satisfies both you and the students. Real leverage, I believe, comes by getting students in on the act: making them understand how language learning takes place, getting them to balance form with meaning, explaining the rationale behind the course, and asking them to intervene in the language learning process by actively creating and shaping form-focused events for themselves.

If, however, you still believe learners have no need to intervene in the process, then consider this final comment: Learning a language is a lifetime commitment. Your students' contact with you is merely a transitory phase in this undertaking. Your course will end soon, and the students will move on. If you don't give them the means and motivation to intervene in their learning process, then who will?

Note

1. Housekeeping is the term I use to refer to out-of-class recording and manipulation of form by students. For example, the upkeep of a small book with learnt vocabulary items.

***V. Michael Cribb** currently lectures in linguistics and ESL at Kansai Gaidai University. He spent eight years teaching in South Korea before coming to Japan last year. He can be contacted at <vmc@khc.kansai-gaidai-u.ac.jp>.*

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Judy Yoneoka
Kumamoto Gakuen University

Ten Years of *Kokusaika*: Has progress been made?

TLT9月号のYoneokaの論文では、日本の若者の外国や外国人との接触は過去１０年間に飛躍的に増加しているが、日本人の「国際人」のイメージは偏見のなさや寛容さなどの性格よりも語学力、日本や世界情勢に対する知識、実際の体験などを重視し続けているということを示した。海外渡航経験後、二度と海外へ行きたくないと思っている学生の割合が比較的高いという調査結果と日本の国際化カリキュラムでは偏見のなさや寛容さなどの性格育成を重視していないということが結びつけられ、「喉の乾いていない馬」シンドローム、つまり学生は国際化の泉に連れてこられても、期待どおりには水を飲まないということが説明されている。日本の教育におけるグローバル問題に対する興味と、多文化に対するセンシティビティを養成するための改善策が提案されている。

This is the second in a two part series of articles. The first article, "What is a Kokusaijin?: A 10-year study," appeared in the September TLT.

Kokusaijin (lit. international person) is a Japanese term with a relatively recent history that conjures up images of a well-traveled English-speaking socialite in the minds of most Japanese. Yoneoka (2000a) found that Japanese students' images of *kokusaijin* differed greatly from those of US and Indian students' images of an internationally-minded person and German students' images of a *weltoffener Mensch*. Specifically, cognitive factors such as knowledge of a foreign language (especially English) and experiential factors such as living abroad and having foreign friends were stressed over more affective factors such as lack of prejudice, fear towards foreigners, or interest in world issues, peace, and the environment (Table 1).

Table 1 shows 4 different sets of data for Japanese students. The 1989 and 1999 +E groups were majoring in international economics and English, respectively, whereas both -E groups studied economics. Comparing these groups, two major trends can be seen. First, there is a marked longitudinal shift in the 1999 data away from experiential attributes (such as foreign friends and studying abroad) and towards cognitive attributes, especially foreign language knowledge. Second, the Japanese students with more interest in international matters (the two +E groups) show a higher level of affective attributes, such as lack of prejudice and interest in world peace, than did their less-interested peers, although the figures are still much lower than in any of the other three countries surveyed.

The heart-shift hypothesis

In 1989, comparison of the actual international experience of students from the four countries (measured in terms of international travel, communication and friendship) showed that Germany led the other countries by far (Yoneoka 1993). Indeed, with respect to the four countries surveyed, a mutual correlation was found to exist between actual experience and the prevalence of affective attributes of a *kokusaijin*. Thus, the following hypothesis was proposed:

> *The Heart-Shift Hypothesis*: An increase in actual international experience leads to a shift towards a more affective heart-based interpretation of the attributes of a *kokusaijin*.

Table 1: Interpretation of *Kokusaijin* in terms of cognitive, experiential and affective attributes (from Yoneoka 2000a, Table 2)

	**Jpn89-E (N=105)	**Jpn89+E (N=19)	Jpn99-E (N=78)	Jpn99+E (N=76)	*Germany (N=32)	*India (N=92)	*USA (N=95)
Cognitive (knowledge)	53.7	37.8	62.4	57.8	1.2	21	25
Experience	23.2	31.1	15.0	12.4	3.6	2	7
Affective (Heart)	23.1	31.1	22.6	29.8	95.2	77	68

Note. *data from Yoneoka, 1993. **data from Yoneoka, 1991.

In other words, having international experience may lead to the realization that such experience is neither a sufficient nor even a necessary criterion for a *kokusaijin*. Preliminary support for this heart-shift hypothesis was found in the 1989 +E group, a small sample of Japanese 4th year students who had all participated in a seminar trip to China (Yoneoka, 1989). These students indeed showed a relatively higher percentage of affective responses than the general Japanese student population sampled.

To test this hypothesis, the 1989 questionnaire (with minor changes, see Yoneoka, 2000a for sample questionnaire and details on its administration) was given in April 1999 to an equivalent population of Japanese students in two groups. The first part of this questionnaire dealt with the question of how students define *kokusaijin*, and was discussed in detail in Yoneoka, (2000a). The second portion of the questionnaire is designed to provide the background necessary in order to test the heart-shift hypothesis above.

Specifically, the following research questions are discussed:

1. As compared to their counterparts of 1989, how much actual international experience do a group of equivalent Japanese students have in 1999, in terms of travel and study abroad, interaction and communication with foreigners?
2. If this actual experience has increased, does this result in a shift towards a more affective interpretation of *kokusaijin* and *kokusaika*, as defined in Yoneoka, 2000a?

The results of these research questions pose several implications for the progress of *kokusaika* for Japanese society as a whole and especially for the educational system; these are addressed in the discussion.

Results

Besides providing information on students' perceptions of what and who a *kokusaijin* is, and of how the students saw themselves in terms of *kokusaika*, the questionnaire requested details on various facets of students' actual international-oriented experience. Cross-comparisons of these data with similar data from the 1989 survey of students from four countries are presented in this section.

The international experience score

To determine the relationship of images of *kokusaijin* with (a) actual international experience and (b) general attitudes towards internationalization, an "international experience score" and "international consciousness score" (%/100) were determined for each group on the basis of various conditions. The conditions and figures for each score are shown in Tables 2 and 3 respectively.

The "international experience score" was derived by multiplying the percentage of students who had (a) traveled abroad by 2 (100 x 2=200) and adding to this the percentage of students who (b) had spoken with foreigners; (c) telephoned, written or otherwise communicated abroad; and (d) had international friends (100 x 3=300). The sum was then multiplied by 2 (500 x 2=1000) and divided by 10 to get a score out of 100.

For the four Japanese groups, the most striking result was the dramatic rise in personal international experience of the -E students in ten years, from a mere 8.2% in 1989 to 36.8% in 1999. Most of this rise might be attributed to the educational efforts—the overwhelming rise in JET program participant numbers, increased numbers of school trips taken abroad, and more foreign students on Japanese campuses. Although this score is still relatively low compared with those of other countries, it is rapidly approaching that of India. Also, comparing the two +E groups, the 1999 group had higher percentages for all criteria except experience abroad (remember here that the 1989 +E group had all been abroad on a seminar trip to China). This too shows the positive influence of educational reforms of the past decade.

The International Consciousness Score

The "international consciousness score" was obtained by multiplying (a) the average self-evaluation of students with respect to their own level of kokusaika by 2 (100 x 2 =200) and adding to this (b) the percentage of students who desired to travel abroad, (c) felt the need to become more interna-

Table 2: "International experience score" by country and group

	**Jpn89-E (N=105)	**Jpn89+E (N=19)	Jpn99-E (N=78)	Jpn99+E (N=76)	*Germany (N=32)	*India (N=92)	*USA (N=95)
(a) Traveled abroad (x2)	0.6	20.0	4.6	12.2	20.0	7.6	12.8
(b) Spoken with foreigner	2.0	9.0	8.1	9.7	10.0	7.6	9.9
(c) Int'l communication	0.8	5.0	3.6	7.4	6.1	7.2	6.0
(d) International friends	0.7	3.7	2.1	4.3	6.8	4.0	8.5
Total (2a+b+c+d) x 2/10	8.2	75.4	36.8	67.2	85.8	52.8	74.4

Note. *data from Yoneoka, 1993. **data from Yoneoka, 1991.

tional rather or very strongly, and (d) listed their own personal influence on their international awareness as one of the three top choices out of six possible (100 x 3=300). The sum was then multiplied by 2 (500 x 2=1000) and divided by 10 to get a score out of 100.

In contrast to the dramatic rise in the actual experience scores of the Japanese students over 10 years, the international consciousness scores have increased only slightly, from 36.0 to 41.4 for –E students and from 51.0 to 57.6 for +E students. The fact that this rise occurred in both –E and +E students indicated that the educational milieu may be responsible, rather than the simple heightened interest and experience abroad which differentiates the two groups.

The lack of a strong rise in the "international consciousness score" was due mainly to the persistently and dismally low Japanese subjective self-evaluations. Although self-evaluation has increased slightly in ten years for both groups, Japanese students continue to rate themselves (and their poor fathers) much lower than any famous politician or personality, including dictatorial world leaders, who were rated between 1-3 by students of the other countries but averaged over 5 for Japanese students. These ratings are also much lower than the self-evaluations of students in other countries.

This trend towards low esteem in terms of personal internationalization may partially be attributed to Japanese *kenson* (humbleness), but it also shows a clear continuing correlation with the ex-

Table 3: "International consciousness score" by country and group

	**Jpn89-E (N=105)	**Jpn89+E (N=19)	Jpn99-E (N=78)	Jpn99+E (N=76)	*Germany (N=32)	*India (N=92)	*USA (N=95)
(a) Subjective self-evaluation (x2)	3.4	3.8	4.2	5.8	15.0	9.0	11.6
(b) Desire to travel	8.7	9.3	8.7	9.9	10.0	9.4	9.7
(c) Need to internationalize	3.9	8.4	4.4	8.7	7.1	7.0	7.0
(d) Personal influence on internationalization	2.0	4.0	3.4	4.4	7.2	7.6	6.2
Total (2a+b+c+d)x2/10	36.0	51.0	41.4	57.6	78.6	66.0	69.0

Note. *data from Yoneoka, 1993. **data from Yoneoka, 1991.

pectations of cognitive and experiential over affective factors when we look at the data of the other three countries. In other words, for each country, the higher the emphasis placed on knowledge and experience, the lower the student average self-evaluations become. On the other hand, the slight rise in self-evaluation over 10 years in both Japanese groups may be due to the possibility that increased actual experience with foreigners and international travel, to some extent at least, has been of some benefit in developing increased confidence with respect to self-internationalization.

Discussion: The "thirstless horse" syndrome

The lack of confidence shown in the international consciousness scores (particularly in self-evaluation) can be at least partially attributed to the high emphasis placed on the nuance of *kokusaijin* in terms of cognitive factors, i.e. knowledge. Students may assume that they cannot be responsible for such a demanding task as internationalizing oneself in terms of knowledge and experience, especially when the passive aspect of the *kokusaika* process is taken into account (Yoneoka, 2000a, Note 2). This assumption then leads to a feeling of self-helplessness with respect to active attitudes and participation in the kokusaika process. In other words, this could be understood as a "thirstless horse" syndrome: Students have been led to the international waters, but they are not drinking as they should.

More evidence for this "thirstless horse" syndrome is seen in the percentages of students who are not interested in going abroad, shown below. We saw in Table 3 that, encouragingly, over 87% of students everywhere want to travel abroad. However, the lowest figures are still among the Japanese -E students. Turning the question around, Table 4 shows the percentages of students who replied that they were *not* interested in going abroad (again), and reveals that nothing has changed in ten years. For both -E groups, over one student in ten would prefer to stay at home than to travel to a foreign country.

Even more revealing, and perturbing, is that fully 22% of the 1999 -E students—more than one in five—who *had already been abroad* responded that they were *not* interested in going abroad again. Personal communication with students who have had experience abroad prior to university reveals that in most cases, this experience was in the form of a school trip. Thus, again, these figures intimate that school-based efforts at internationalization may be backfiring, and that at least some of the horses are not drinking.

Making the horses drink: training in kokusai ishiki

The little-known Japanese term *kokusai ishiki* (lit. international consciousness, Ishii et al, p. 237) is defined as "consciousness of one's thoughts, feelings and actions with respect to values, opinions and attitudes towards the international society as a whole and towards any of its manifestations." This *kokusai ishiki* is also recognized as forming at least part of what *kokusai rikai kyoiku* (education in international understanding) should be (ibid. p. 153).

However, we have seen from the data that *kokusai ishiki* is still not regarded as an integral aspect of a *kokusaijin* by the majority of Japanese students surveyed, even with the significant rise in actual international-oriented experience. Rather, the role of this experience itself has been downplayed, implying that the young Japanese in this study did not see their own experience as making them much more internationalized. Thus, the image of a *kokusaijin* shifted more towards cognitive attributes (knowledge and language ability) rather than affective attributes. This implies that international education may do better to prepare students emotionally to take a more active interest in international matters rather than simply throwing them into international situations and hoping they sink or swim. Many Japanese may still cling to myths of uniqueness, inferiority/superiority and insularity, and these present major stumbling blocks in the minds of would-be *kokusaijin*.

There are at least three possible ways to proceed with development of *kokusai ishiki*. One of these is

Table 4: Percentage of students who don't want to go abroad

Country/condition	**Jpn89-E (N=105)	**Jpn89+E (N=19)	Jpn99-E (N=78)	Jpn99+E (N=76)	*Germany (N=32)	*India (N=92)	*USA (N=95)
Desire to travel	87	93	87	99	100	97	97
Don't want to go abroad	13.3	***5.6	12.8	0	0	6.7	4.2
(% who had been abroad)	0	***5.6	22	0	0	0	0

Note. *data from Yoneoka, 1993. **data from Yoneoka, 1991. ***N=1/19 students.

direct cross-cultural training with an emphasis on respect and value for human rights and the ability to "be in another's shoes." The elementary school cross-cultural education curriculum due to be implemented in 2002 may provide an excellent opportunity for such training. The first point on such a curriculum, however, should be to break down any notions that Japanese society and people are inherently unique and different from other peoples, or else any such training may end up reinforcing the very prejudices and stereotypes it is meant to avoid. It should also endeavor to instill a healthy pride in one's own personal identity and culture that does *not* necessarily require knowledge of minute details of specific items of Japanese cultural heritage, such as tea ceremony or sumo wrestling. It should also emphasize that language knowledge, especially of English, while extremely helpful in international communication, (a) is not a necessary condition for development of *kokusai ishiki* and (b) does not by any means guarantee the development of an individual as a *kokusaijin*.1 The same is true of actual experience with foreign countries and people. Finally, an interest in other countries, cultures and customs extending far beyond a simple dosage of US pop culture must be instilled along with the motivation to continue developing international bonds, ties and friendships.

"Students have been led to the international waters, but they are not drinking as they should"

A second method might be to "give the horses what they think they need," by providing a strict and thorough education in language (especially in communicative competence) and world affairs in addition to the experience-oriented education they are now receiving. This would perform the role of a placebo in the sense that students who have extensive experience *and* language ability would perhaps come to realize that *something more* is needed to actually be a true *kokusaijin*. Instruction in world affairs should include exposure to issues and problems such as poverty, overpopulation and environment from a world point of view rather than a national one.

A third method, and perhaps the most simple and direct, is to reteach the meaning of *kokusaijin* itself. Simple presentation of the data from this series of surveys should be enough to make some students realize that they have been downplaying affective factors. When students come to their own reassessments of these terms, they should tend to develop an increased self-confidence in their own international worth, which may lead to increased interest and motivation to gain more knowledge and a better understanding of the world situation. As one student put it, "I had originally rated myself as a 3 in terms of my *kokusaika* level, but after realizing that the important thing is not necessarily language ability, I now give myself a 6."

At the very least, it is clear that some of the educational programs meant to cultivate *kokusaika* should undergo a review or quality control process. Especially, we need to address the problem raised by the fact that 22% of the students in Jpn99-E who had gone abroad were not interested in going again. Suggestions for improving this figure would include encouraging more independence and freedom of choice with respect to school trips, not only with respect to the destination, but also with where to stay, what to do, and how to forge long-lasting friendships and ties. In addition, parents could be encouraged to take a more active role in the international education of their children by actually taking them abroad themselves, and allowing and encouraging them to travel abroad alone or with friends, if they so desire.

Conclusion

In the past decade, thanks to the JET program, international school trips, efforts of parents and English teachers, and advanced communications, the rate of actual international experience of students has more than doubled. Indeed, there has been a marked shift away from experience as a characteristic of a *kokusaijin*, which can be attributed to the increasing international experience of the students themselves. However, the answers as to whether this increased actual international experience has resulted in a more affective interpretation of *kokusaijin* and improved self-evaluations towards *kokusaika* unfortunately must be *no* on both accounts. For *kokusaijin*, the shift away from experience has resulted more in an increase of emphasis on cognitive factors rather than affective attributes. Thus, for students who feel they are lacking in such knowledge (i.e. most students), this puts the goal of becoming a *kokusaijin* in an even more unattainable position than it was before. Perhaps because of this, desire to travel abroad remains unchanged, even decreasing among -E students who have already been abroad.

These results provide little support for the heart-shift hypothesis discussed in section 1.1. A slight shift towards affective responses was indeed found to occur in students with more international experience, but there was also a corresponding shift towards emphasis on language ability. In addition, as higher figures for affective attributes are seen in both the 1989 and 1999 +E students, this phenomenon must be interpreted as coming not from increased exposure but rather from an inherent interest in internationalization itself on the part of these students.

Of course, as measurement of language ability did not play a role in this paper (although we assume that the +E students, being foreign language majors, in general have more language ability than the -E students), we can still argue a modified form of the hypothesis: that increased confidence in *both* language and world knowledge *in addition to* increased experience may push students closer to affective responses. Repeating this questionnaire with a group of highly advanced language students with extensive experience abroad would serve to address this argument.

Finally, the problem of school-based cross-cultural training backfiring and producing anti-*kokusaika* sentiment is a real one, shown by the fact that over 1 in 5 -E students who had been abroad were not inspired enough by that experience to want to do it again. Thus, it may be that a more fundamentally humanistic approach to cultivating *kokusaika* is needed. It is hoped that the cross-cultural education due to be introduced in 2002 into elementary schools may provide this approach, although care must be taken that stereotypical walls are broken down rather than built up.

Judy Yoneoka *has been teaching English language, linguistics, and cross-cultural education in Japan for almost 20 years. Her research interests include computers and the Internet in language education, World Englishes, and corpus linguistics. She currently resides in Kumamoto, Japan. <judy@kumagaku.ac.jp>*

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Note

1 As English is to form part of the 2002 curriculum, a potential pitfall to be carefully avoided is reinforcing the equation internationalization = westernization = English (Yoneoka, 1999). If English must be taught in conjunction with cross-cultural education, it must be done so as an *international* language, i.e. one that can be used among Asian, African and other peoples of the world, rather than simply a language to be used with North Americans, British, Australians and New Zealanders.

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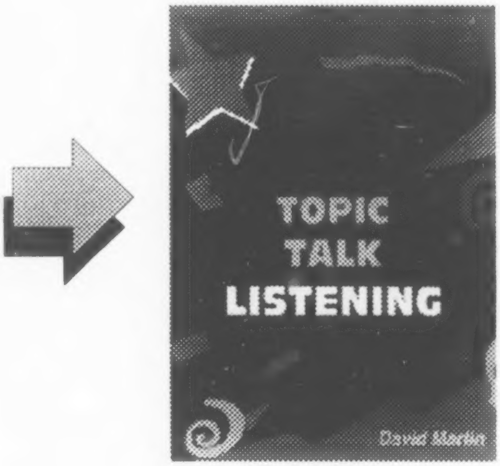

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AUTHENTIC ENGLISH

A Chapter in Your Life

edited by joyce cunningham & miyao mariko

This month, you will read about successful formats used in Kitakyushu's chapter meetings. The coeditors of this column invite readers to submit 800-850 word reports about your chapter or SIG in Japanese, English, or a combination of both.

In Search of Ever-Better Programs

by Margaret Orleans

We in the Kitakyushu Chapter have been blessed with members willing to share the fruits of their experience and research at our monthly meetings. Likewise, those who have seen a good speaker elsewhere are quick to pass on their recommendations. However, at the rate of twelve to fifteen meetings per year, even these generous sources at times threaten to dry up, and so, we are always on the lookout for inventive formats for our meetings and ways in which to encourage new speakers to step forth.

Some of the successful alternatives to the staple lecture or workshop format have included My Share, Ask the Experts, and Polishing Presentation Skills. While there are those who appreciate a theory- or research-based lecture, most of our members are looking for practical tips they can put to immediate use, and they are likely to find these at a My Share meeting. In fact, My Share meetings have proved so popular (perhaps because each of the presenters brings his/her own cheering section?) that we include at least one in each year's schedule. At such a meeting, four to six speakers each spend ten to twenty minutes on a stated theme. Themes we have tried include Christmas activities, first-day activities, creative evaluation options, games, hands-on trial of one's favorite educational software, and the best thing one learned at a conference that year. Coming later this year is a meeting on favorite teacher resources. Because the individual presentations are so short, this format provides a good chance for a novice to get his/her feet wet before trying a full-length solo presentation.

Our two-part Ask the Experts program was the result of observations that the Japanese and non-Japanese teachers of English knew little about what occurred in the others' classrooms. A panel of four teachers, representing as wide a spectrum of teaching situations as possible, responded to questions submitted beforehand and from the floor at two successive monthly meetings. Actually, the meeting was entitled Ask a Native, and in the first month "native" was defined as a native of Japan. Questions ranged from actual classroom procedures and class sizes to how the teachers themselves continued to improve their language skills. The second month's natives were native speakers of English, and again they dealt with far-ranging questions. At both meetings, attendance was above average and discussion even more lively than usual. We feel that our goal of making the chapter more cohesive was achieved.

Another recent success consisted of a two-part format, Polishing Your Presentation. Feeling the responsibility to nourish more potential speakers among our membership, two members who are veteran presenters set up an afternoon workshop to teach PowerPoint and speaking skills. Those attending were expected to bring along a planned presentation, including some sort of visual material. They received individual help and a chance to rehearse before the regular meeting that evening, where they presented a twenty-minute excerpt of what they had prepared. These mini-presentations were so well received that by popular demand two of them have been scheduled for a full-length meeting next year.

As yet untested is our planned Overseas Study Fair, in which we hope to bring together embassy/consulate staff, experienced teachers, and potential students for a mixture of booths and lectures to answer students' questions about study opportunities abroad.

Not every innovative format has been so successful. One seemingly good idea (a session at which teachers wishing to make audio or video tapes could draw on a body of native and non native speaking talent and produce the recordings in a language lab) attracted only a dozen participants, but the smallness of the audience may also have been attributable to the weather or the location.

One approach to programming, which has had overall good results, is to work in collaboration with the larger community to share speakers, audiences, publicity, and facilities. In particular, we try each year to provide an interesting half-day program as part of our city's International Week. For the past few years we have used the ongoing theme of Multicultural Families and engaged the support of an organization of volunteer interpreters to bring individual speakers and panel presentations before a wider audience than normally attend JALT meetings.

Of course one can always invite in big-name speakers from afar. For our chapter this has been possible through the cost sharing that takes place in Kyushu Tours. These island-wide tours have brought us speakers like Charles LeBeau, Laura MacGregor, and Jill Robbins. With or without underwriting from corporate sponsors, these speakers sweep through Kyushu, making presentations at four or five chapters within a week to ten days.

For further information, please contact: Margaret Orleans; <tomnpeg@interlink.or.jp>; t/f: 093-871-7706.

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My Share

edited by scott gardner

My Share—Live! at JALT2000 in Shizuoka

This year's My Share—Live! will take place Saturday, November 4 from 12:15 to 1 p.m. To participate, make 50 copies of a favorite lesson or activity you have created, and bring them to the Material Writers SIG desk before the swap meet. Just sign a copyright release and you will receive an admission ticket to enter the swap meet and take lessons other teachers have contributed. Share a little fun at JALT2000!

Who Wants to Be a (Grammar) Millionaire?

Shaun Gates

Shiga Women's Junior College

This is a language game based on the television game show "Who Wants to Be a Millionaire?" It can be used with any type of multiple-choice exercise so it is particularly useful if your class is preparing for the TOEFL, TOEIC, or STEP. If you have not seen the game, here is a summary. The television show is based on the notion of "double or quits." The contestant starts with £1,000. She is asked a question and given four answers, one of which is correct—a situation similar to the student trying to answer a multiple-choice item. If she chooses the right answer, the prize money doubles and the contestant moves on to the next question. As the game moves towards the £1,000,000 prize the questions get harder, and at some stage the contestant faces a question she cannot answer with confidence. At this point she can fall back on three lifelines: she can ask the audience, she can call a friend, or she can ask for two wrong answers to be removed giving her a 50/50 chance of choosing the correct answer. Each lifeline can be used once only. The contestant can withdraw at any stage in the game and keep the money she has won.

This game can be easily modified for class work. The chief difference is that on the television programme only one contestant can play at a time, but in the classroom version, the whole class plays in pairs.

Preparation

Before class make a list with ten multiple-choice test items. As far as possible, arrange the items in order of increasing difficulty. You can choose grammar structures covered during course work or, if you prefer, structures your students have problems with. Photocopy the list.

In Class

1. Hand out one copy to each pair and give them five minutes to think about the answers. Students can discuss answers with their partner only. While they are working prepare Figure 1 on the blackboard.
2. Illustrate the point of the game by referring to the blackboard, and explaining the rules thus: "You and your partner have ¥1,000. If you choose the correct answer to Question 1 your money doubles to ¥2,000. You do the same thing from Questions 2 to 10 so if you get all the answers right you will win ¥1,000,000. If you choose the wrong answer you lose half your money but you can carry on playing. (This is done to encourage "losers" to keep playing.) You can withdraw from the game at any time by raising your hands. The winners are the pair with the most money at the end of the game."

Figure 1

1. ¥2,000
2. ¥4,000
3. ¥8,000
4. ¥16,000
5. ¥32,000
6. ¥64,000
7. ¥125,000
8. ¥250,000
9. ¥500,000
10. ¥1,000,000

Three lifelines:

1) Ask someone in the class.
2) Use a textbook or reference book.
3) Remove two wrong answers.

If your answer is right your money doubles.
If your answer is wrong your money halves.

3. Read out Question 1 and then the four answers. For example, if the question is:

   I _______ my leg.
   a. have been breaking
   b. had breaking my leg
   c. have broken
   d. was broken

   you read, "a—I have been breaking my leg, b—I had breaking my leg, c—I have broken my leg, d—I was broken my leg."
4. Ask the students to choose an answer. Before you give the correct answer, draw their attention to

the blackboard again and tell them about the three lifelines: "When you do not know an answer you can use a lifeline. You have three lifelines. You can ask other pairs for advice. Or you can look at your class book/reference book for one minute. Or you can come to my desk and I will point out two answers that are wrong. You can use each lifeline only once." After all the students have made their decisions, give the correct answer and move on to the next question.

5. Don't play the game too fast. Give your students time to think and argue about answers. They can sharpen their understanding of a grammar structure even if they choose the wrong answer. Remind them about the lifelines and withdrawing, and ask them to update their total every time you give an answer. If the game finishes with more than one winning pair you can ask some supplementary questions.

Some Final Points

You can adapt this game to any multiple-choice exercise, e.g. a vocabulary test, a reading comprehension exercise, etc. If your students can cope with a large number of test items, play the game like the television show. Invite a student to sit opposite you at the front of the class and answer questions like a contestant. When this game finishes, start again with a new contestant and new questions. A Japanese version of this game show is on television so your students may already be familiar with the rules.

Quick Guide

Key Words: Test Preparation, Revision, Games, Pairwork
Learner English Level: All
Learner Maturity Level: High School and up
Preparation Time: Very short if using exercises from textbook or test booklet
Activity Time: About 30 minutes

An E-commerce Webpage Project

Anthony P. Crooks, *Sendai Board of Education*

Introduction

When teachers conduct webpage construction exercises for ESL/EFL students, the resulting sites usually concentrate on class members' personal details and interests. However, for ESP Business students, preparing rudimentary e-commerce websites can be an engaging and valuable alternative to the more common "My Webpage" product. This article outlines a successful project in which students created commercial websites for businesses in their neighbourhood. Even though the students involved were studying in a Business English course at an Intensive English Program (IEP) in Melbourne, Australia, this project could be adapted to Japanese ESP contexts.

Students and Class

The class comprised 15 Asian students who were preparing to enter business programs at Australian universities. They were in their final ten weeks of study in the IEP, and had upper-intermediate level English skills. They had prior experience with the Windows operating system and had also prepared a webpage in an earlier class at the same IEP. The class met once a week for two hours over a five-week period.

Procedure

In the first session, I directed the students to examine and analyse a number of commercial Internet sites: look at webpages from a commercial viewpoint, identify what services or products were on offer, and discover how people accessing the pages could also contact the providers of the service or obtain the advertised product. I spent some time revising the students' understanding of basic webpage design techniques. Most of the class had created a webpage earlier, but due to the constant intake of students at the IEP, a basic overview of the software (HotDog Express) had to be made for newcomers.

Towards the end of the first session, I gave the class members their primary assignment: By Week 5 they had to advertise a local business with a website comprising three linked webpages and featuring some of the characteristics found in the pages they examined earlier. In groups of four, students brainstormed and compiled a list of relevant interview questions for business proprietors in the community close to the IEP centre. These questions needed to gather enough information to provide some background of the business and its services and/or products. The responses would, in turn, be classified and finally included on their website. For the following week, I asked the students to find a compliant business in the local area and collect basic information about this commercial enterprise.

By Week 2, most students had identified a business and obtained some data. They had also arranged a time to meet proprietors to interview them about their respective businesses. During this second class, we narrowed, refined and built on the questions generated in Week 1. I made it clear that the questions they posed had to be relevant to the business and not intrusive. This session also offered some further time to revise basic webpage design skills.

Between the second and third classes, students were expected to meet with the businesses and gather information. Most students borrowed a disposable camera to take photos of the business, products, and proprietor. I later printed these photos then scanned and saved them to disk.

With the majority of students having collected information from the businesses, Weeks 3 and 4 allowed for the compiling of websites. In terms of design, some students imitated pages we had examined in Week 1 as templates for their projects. Others simply arranged the information into short, detailed paragraphs, and with these individuals I provided design tips to move them away from the mundane appearance of some of their creations.

In our final session, Week 5, the students were given an hour to tweak their pages before they were critiqued by other class members. In the critiquing process, the students had to assess the pages based on a set of criteria that I had established. As was expected, the students were relatively fair with their assessment of their work, but some individuals offered some insightful critiques for the others. In feedback I received, the students were satisfied with their exercises in basic e-commerce websites, and even though the sites were not uploaded to a host, the project itself was a success.

Discussion

The exercise worked well in that the students were engaged in a wide range of language acts—students had to read (webpages, business brochures), speak and listen (to each other, to business proprietors), and write (their own webpages). They worked collaboratively in English towards products of which they were genuinely proud.

Conducting this project in Japan would reduce the demand on the students to speak English, especially in communication with business proprietors. Therefore, for the benefit of language practice, a greater emphasis would need to be placed on the students' interaction in English in class, on the preliminary tasks and discussions (e.g. webpage examination) and the presentation of the final page in English. To a lesser extent, students could seek out foreign businesses based in Japan and request their assistance in this assignment.

I would also make a few other practical suggestions concerning the course. Firstly, students would be better served working in pairs rather than groups of four. This would allow far more intensive and economical computer usage in class. Secondly, assessing the students' technical proficiency is crucial. The individuals involved in my project were already confident computer users, but less technically adept students should be given a longer course (perhaps ten weeks of classes, two hours a week) to be introduced to the Internet, to be shown commercial webpages and critique them, to have enough time to locate willing businesses for website profiles, and to develop familiarity with a basic webpage designer. Finally, I would recommend utilizing freeware webpage designers such as CoffeeCup Free HTML or Arachnophilia (available at <www.tucows.com>) rather than investing in a commercial package.

Quick Guide

Key Words: Internet, Writing, Webpage Design, E-commerce

Learner English Level: Lower Intermediate to Advanced

Learner Maturity Level: Adults, College and up

Preparation Time: Varies according to teacher's and students' familiarity with webpage design

Activity Time: Ten hours (five two-hour classes), plus student research/interviews outside of class

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My Share—Live! at JALT2000 in Shizuoka

This year's My Share—Live! will take place Saturday, November 4 from 12:15 to 1 p.m. To participate, make 50 copies of a favorite lesson/activity you have created, and bring them to the Material Writers SIG desk before the swap meet. Just sign a copyright release and you will receive an admission ticket to enter the swap meet and take lessons other teachers have contributed. Share a little fun at JALT2000!

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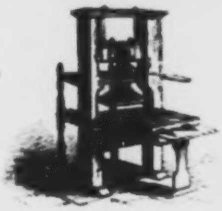
Off the Presses

edited by malcolm swanson



Teaching and the materials we use have always been closely intertwined. Each needs the other, but so often in academic publications, commercial interests are relegated to positions of paid advertising only, leaving companies with little opportunity to let us know about news, events, or material releases in print. This month we begin a new column, **Off the Presses**, *which offers our publishing colleagues a chance to tell us some of the exciting developments taking place in their companies. We start with an article by James Hursthouse of* **eigoTown.com** *and* **ELT News**. *For further inquiries about this column, please contact <tlt_op@jalt.org>.*

eigoTown.com and ELT News

"Off the Presses"—an appropriate name indeed for this new *TLT* column, given the fact that the first company to be featured publishes almost exclusively without going anywhere near a press. "Off the Presses and onto the Internet!"

Still, publishing is publishing, and I'm very happy to take up *TLT*'s offer of an opportunity to let you know about developments at **ELT News** and its parent company, **eigoTown.com**. Our company's overall goal is to provide a wide range of solutions, combining the Internet and multimedia technology with English education, to meet both learners' and teachers' needs. I'd like to explain a little bit about how we're going about this.

Many of you will already be familiar with **ELT News** (www.eltnews.com). The site is visited by thousands of ELT professionals weekly, and we have over 10,000 subscribers to our free email newsletter. A "one stop" information source for those interested in building or enhancing an ELT career in Japan, ELT News includes teaching ideas, interviews with luminaries in the ELT world, message boards, a jobs board, and of course, regularly updated news from the ELT world.

eigoTown.com—Japan's premier Website for anyone interested in English

What you may not be aware of is that ELT News is part of a larger environment called eigoTown.com, an Internet-based community designed to be the nexus of everything related to English in Japan. Launched in March of this year, the site has quickly established itself as *the* place that Japanese people can turn to for a wealth of information about such things as studying English, teaching English, and traveling to English-speaking countries to work or to study or simply to have fun.

Let's imagine that one of your final year English majors is planning a trip to the US to study for three months after she graduates. How can she make use of eigoTown.com?

She can practice English in **eigoCollege**. Interactive daily quizzes, including one relating specifically to travel English, provide a convenient way to test English ability. She can also visit our hosted **Chat Rooms** to practice with expert speakers in "real time."

She can read high interest articles about life in the US (and other English-speaking countries), including the experiences of other Japanese people in **Culture Cafe**. High-profile interviewees have included Hollywood actress Kudo Yuki and Apple Japan President Harada Eikoh talking about the difference that English skills have made to their lives and work.

She can find a language school in Japan for a little extra English practice before she goes. Our **"Studying in Japan" Database** lists over 9000 schools, which are all searchable by location and type of program.

She can find practical guidance to help her prepare for traveling overseas in **Ryugaku Plaza**, which includes information about visa requirements and financial matters. Sample application letters to schools and home stay families help make sure the trip gets off to a good start. If she can't find the information she needs, she can **"Ask the Expert"** for the USA, who will provide the answer that she needs by email.

She can use our lively **Message Boards** to ask others who have been to the States, perhaps even to the same school, for advice. She can find an American **e-Pal**, and exchange emails.

She can buy a book or video about the US, along with a couple of English novels for the flight over, from **eigoStore**.

When she gets back to Japan, she can find a job that requires her newly improved English skills in our **Jobs Section**. There is also advice on application procedures and issues related to working in international environments.

Language school owners—register your school for free in the Database

I'd like to invite any *TLT* readers who run language schools to register their services in our Database. It's free to register and it makes sense to have your school appear when an eigoTown.com visitor searches for courses in your area. Also, don't forget that an ad on the ELT News jobs boards is a proven, cost-effective way to recruit native speaker teachers. Contact me at <james@eigotown.com> or come to the ELT News stand at JALT2000 in Shizuoka for more details about either the eigoTown.com Database or the ELT News Jobs page.

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The ELT Software Store

The third company in the eigoTown.com "triumvirate" is the ELT Software Store, currently representing over one hundred language-learning products. Our flagship product, ELLIS (English Language Learning and Instruction System), is a comprehensive interactive language-learning solution for learners at all levels. It combines graphics, full-motion video, digitized sound, voice recording, and animation in a user-friendly environment. For more details, contact Kenny Hong on free phone 0120-050-815.

ELLIS at JALT2000

Dr. Frank Otto, Founder and Chairman of the Board ofs CALI Inc. (the publishers of ELLIS), is one of this year's featured speakers for the JALT2000 Conference. Dr. Otto has over 33 years of experience in the application of technology in language learning. Come to his featured speaker workshop on the afternoon of 2nd November to find out how technology and language training have come together to create opportunities for both teachers and learners.

James Hursthouse

Departments

Book Reviews

edited by katherine isbell and oda masaki

A Window on Literature. Gillian Lazar. Cambridge: Cambridge University Press, 1999. pp. viii + 88. ¥1920. ISBN: 0-521-56770-X.

Many EFL teachers are discouraged from using literary texts in their classrooms because the word literature is often equated with boredom and consists of an interpretation of the text by an authority or a line-by-line translation activity. It may also be overwhelming to introduce the difficult language of literary texts to the learner who is still grappling with basic vocabulary and grammar. On the other hand, I frequently find beginner-level students are not motivated by some textbooks that aim for communicative competence because of the simplicity of the content as well as language. Lazar's collection of authentic literary texts solves both problems. The selections are linguistically simple, yet they deal with mature and up-to-date topics such as charity and hypocrisy, the difficulty for people to communicate with each other, and the treatment of the elderly.

The book is comprised of twelve units, and each unit has a language focus as well as a thematic focus. Most of the language work is focused on grammar with the exception being Unit 7. Here the language focus is sociolinguistic, and the unit examines how language is used to gain power in conversation. One strength of the textbook is that grammar work is not isolated as it often is in other textbooks. Lazar claims, "by exposing students to the rich language of the text, we can expand their language awareness, their overall knowledge of how words and grammar can be used" (pp. vi-viii). Elsewhere, she reminds us that the themes of literary texts are closely tied to how they are written, and there is an excellent table of contents at the beginning of the book showing the relationship between the two.

Two units deal explicitly with literary language; but in the other units, the literary focus is more implicit. According to the author this is because "students at the early to mid-intermediate level need to feel free to experience and enjoy the creative language of literature, without being overloaded by literary metalanguage" (p. vii), and I think she accomplishes such a goal. The texts are read in a variety of accents appropriate to the feelings of the characters on the cassette, which accompanies the text.

Altogether, there are ten poems, four play extracts, two short story extracts, and one complete short story. The complete text by Janet Frame, "The Birds Began to Sing" is especially powerful. I have one regret about the textbook, and that is because of the brevity of the extracts, it may be difficult to get students to interpret some stories. For example, in Unit 5, using an extract from Harold Pinter's "A Slight Ache," the students are asked to infer what will happen next in the play, and although the Notes section at the end of the unit includes information about the author that may help, the task seems very challenging for a nonnative speaker. This is partly because the full context of the play cannot be grasped, but then again, perhaps it is the selection of the playwright that is the problem. On the whole though, I highly recommend *A Window on Literature* as a textbook. It is well balanced with writers from a wide range of ethnic backgrounds.

Reviewed by Kayo Ozawa
International Christian University High School

Using Newspapers in the Classroom. Paul Sanderson. Cambridge: Cambridge University Press, 1999. pp. xxii + 275. ¥4720. ISBN: 0-521-64526-3.

This book contains 131 different teaching activities for using newspapers in the ESL classroom. The chapters are divided according to the sections that make up a newspaper. For example if you want to work on headlines, a glance at the contents page will tell you that the first chapter has 16 ideas for using headlines. I found these divisions clearer and more helpful than those which start from a pedagogical base, such as Building Confidence and Familiarity, or Project Work, two of the chapters in a similar resource book by Grundy (1993). The author suggests what level each activity is designed for, how teachers should prepare, and how to guide students through the activity. Some of the activities seemed to require a lot of time-consuming cutting and pasting that would be tedious for a class of 20 or more. Many, however, are immediately user-friendly and adaptable. One to challenge the more advanced students is to ask them to select a story from a Japanese language paper and then rewrite it as a brief news story for English news media—as a foreign correspondent might. Another, for lower levels, is to use the list of world temperatures from the weather section to practice understanding numbers.

Sanderson's book is part of the Cambridge Handbooks for Language Teachers series, which has a focus on the practical, but is grounded in theory. In the introduction, therefore, the author argues the case for using newspapers in language teaching. Even those teachers who are already convinced of the benefits of this will find the guidelines on pages 12-14 helpful. Here the author explains why newspapers should be used with pre-intermediate students—not only advanced—and how newspapers can be made more accessible for these learners, quoting the well-known language teaching maxim, "Grade the task—not the material" (p. 15). One thing he advocates in general is using lots of short news items rather than a few long articles. By following this advice, I have found students are able to experience the many different parts of a newspaper, choose items that interest them, and build their confidence in using newspapers before embarking on longer, perhaps more difficult, reading tasks.

The academic background of the book also means it contains interesting quotations from and references to other books about newspapers and journalism English in the main body of the text where the activities are described. This strength, however, can be a drawback to teachers who might want to use the book purely as a fast resource. I found the information rather densely presented. In addition, compared to the Grundy book, it lacks many photocopiable texts, and at the same time, it is also appreciably more expensive than Grundy.

The ideas, nonetheless, range from language to cultural aspects, and many can be used in general English classes. The bibliography and appendices are undoubtedly beneficial. They contain clear summaries of the stylistic and structural features of newspaper English as well as an almost up-to-date list of websites for some of the major newspapers in Britain, Ireland, and America. Unless you already have Grundy's book and do not want to buy a similar one, I would certainly recommend *Using Newspapers in the Classroom.*

Reviewed by Tim Knight
Ferris University

Reference

Grundy, P. (1993). *Newspapers.* Oxford: Oxford University Press.

Street Talk: Essential American Slang & Idioms. David Burke and David Harrington. Studio City: Caslon Books, 1998. Student book: pp. vii + 136. ¥1980. ISBN: 1-891888-09-9.

The title of this vocabulary textbook is perhaps misleading. *Street Talk* does not replicate nor explicate the English used on the streets of most American cities (at least not the streets of the New Jersey city where I grew up). Also, Japanese college students eager to understand rap lyrics or movies like "Pulp Fiction" are bound to be disappointed. Nevertheless, *Street Talk* does offer an entertaining introduction to common, if not essential, American slang and idioms.

Street Talk consists of ten lessons, each of which focuses on a set of slang words and idiomatic expressions related to a common theme, for example, on vacation or at a restaurant. Each lesson opens with a getting started activity, which introduces the expressions by means of humorous illustrations and a paraphrasing exercise. Next, a dialogue demonstrates how the expressions are used in conversation. The following section, Real Speak, gives pronunciation tips such as the slurring of *going to* into the colloquial *gonna.* Practice the Vocabulary consists of a listening activity that requires the *Street Talk* cassette tape (ISBN 1-891888-11-0) which I did not have so I cannot comment. A speaking activity in the form of pairwork or a group game follows, and finally, the expressions are reviewed in the final section.

The illustrations in this text are perhaps its strongest feature. The expression *tie the knot* is depicted by a bride and groom with their arms tied in a neat bow. A bedridden basset hound with a thermometer sticking out of his mouth shows us what it's like to be *sick as a dog.* These illustrations, though not al-

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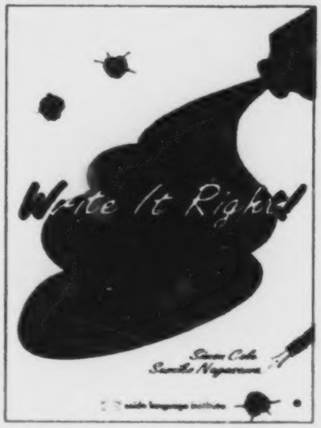

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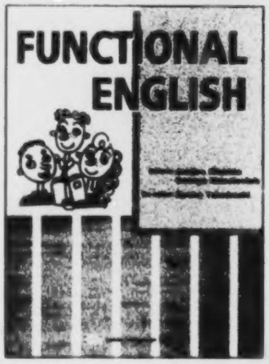

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ways etymologically accurate, provide vivid and humorous images of the expressions, and this makes the expressions memorable.

One shortcoming of *Street Talk*'s style of presentation is that it implies that all of the vocabulary in each set are of the same register or have the same level of appropriateness. For example, I might tell a woman sitting next to me on an airplane that I am a *frequent flyer*, that I had been *bumped* from a previous flight, or that I had *jet lag*. However, if she looked ill, I might hesitate to offer her a *barf bag*.

Although I was able to incorporate a lesson from *Street Talk* into my university English Conversation class with reasonable success, I find less need for a vocabulary text containing dialogues, listening activities, and pairwork and more need for a general conversation text which includes a generous portion of slang and idiomatic expressions. However, for those learners who have a special interest in colloquial English, *Street Talk* can be a helpful guide.

Reviewed by Gregory Bornmann
Kibi International University

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of October. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Children

Join In Starter (student's, teacher's, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and ELI, 2000.

Join In 1 (student's, teacher's, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and ELI, 2000.

Join In 2 (student's, teacher's, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and ELI, 2000.

Playway to English 1 (student's, teacher's, cassette, activity book, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and Edition Helbing, 1998.

Playway to English 2 (student's, teacher's, cassette, activity book, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and Edition Helbing, 1998.

Course Books

!**Innovations: an intermediate/upper intermediate course** (student's, teacher's, workbook, cassettes). Dellar, H., & Hocking, D. Hove: Language Teaching Publications, 2000.

Language in Use (student's, teacher's, cassette, self-study workbook, self-study cassette). Doff, C., & Jones, C. Cambridge: Cambridge University Press, 1999.

Business English

!**Management Matters 2** (CD-ROM). Tomalin, B., & Aspinall, T. Essex: IBI multimedia, 2000.

Readers

Mystery and Murder in Australia: Australian Reader Collection. Harris, C. Sydney: NCELTR, 2000.

Supplementary Materials

!**Idioms Organizer: Organized by Metaphor, Topic and Keyword.** Wright, J. Hove: Language Teaching Publications, 1999.

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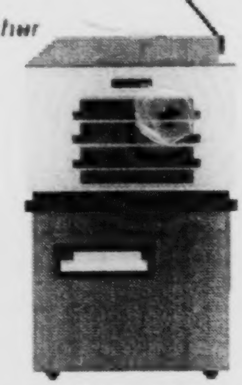
Want copies of hard to locate articles that appeared in *JALT Journal* or *The Language Teacher* as a reference in another publication but can't find them?



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JALT News

edited by amy e. hawley

This month's JALT News Column contains four items. The first, a reprint from last month's column, is a call for three JALT Journal positions. The next is the letter that was sent by Thom Simmons, JALT National President, to the Sapporo High Court in regards to Gwen Gallagher's unfortunate dismissal from her university position. It is followed by a financial report from our Director of the Treasury, David McMurray. The column concludes with further good news about support from the FBC.

Three Position Announcements for JALT Journal

1. Associate Editor

The successful applicant will begin reviewing, accepting and editing manuscripts submitted to the Perspectives section of *JALT Journal* from January 1, 2001, taking over officially from June 1, 2001. The Associate Editor will become *JALT Journal* Editor after three years as Associate Editor.

Interested applicants must: (a) be a JALT member in good standing, (b) be resident in Japan, (c) have experience in second/foreign language teaching, (d) have an academic background in second/foreign language acquisition and pedagogy, (e) have published in the *JALT Journal, The Language Teacher* or in other scholarly journals, (f) have a computer that can read and write MS Word files, and (g) be able to make a commitment of three years.

2. Japanese-language Editor

The successful applicant will begin reviewing, accepting and editing Japanese-language manuscripts for *JALT Journal* from January 1, 2001, taking over officially from June 1, 2001. The editor will translate English-language abstracts into Japanese and check Japanese-language abstracts, and will also proofread the Japanese content of the page proofs for each issue.

Interested applicants must: (a) be a native speaker of Japanese or have native speaker level proficiency, (b) be a JALT member in good standing, (c) be resident in Japan, (d) have experience in second/foreign language teaching, (e) have an academic background in second/foreign language acquisition and pedagogy, (f) have published in either the *JALT Journal, The Language Teacher* or in other scholarly journals, (g) have a computer that can read and write MS Word files, and (h) be able to make a commitment of three years.

3. *JALT Journal* Webmaster

The successful applicant will be responsible for maintaining the *JALT Journal* website, updating it after each issue, and answering/re-directing questions about the journal submitted online. The position will begin in May 2001, after publication of the May issue of the journal, and the applicant will work closely with current Webmaster and Incoming Editor Nick Jungheim to facilitate the transition.

Interested applicants must: (a) be a JALT member in good standing, (b) be resident in Japan, (c) have a computer that can read and write MS Word files, (d) be able to design and upload webpages, and (h) be able to make a commitment of three years.

Those interested in any of these positions should submit a curriculum vitae and cover letter to the current editor, who will also answer questions about the positions: Sandra Fotos, EdD, Editor, *JALT Journal*; School of Economics, Senshu University, 2-1-1 Higashi Mita, Tama-ku Kawasaki-shi, Kanagawa-ken 214-0033, Japan; <sfotos@gol.com>

Letter to the Sapporo High Court

Dr. Thomas L. Simmons
2-28-10-303 Morigaoka, Isogo-ku
Yokohama, 235-0024
July 11, 2000

Affidavit

To Sapporo High Court (Sapporo Koutou Saibansho), Professor Gwen Gallagher, and her supporters and to others whom it may concern

My name is Thomas L. Simmons. I have been a resident of Japan since 1987. I am currently *sennin koushi* (*atsukai*) at Nihon Daigaku in Mishima, Japan in the School of International Affairs.

I am the president of the NPO Japan Association for Language Teaching. JALT is a registered Not-for-Profit corporation in Tokyo Japan [*Tokutei Hieiri Katsudou Houjin, Nihon Zenkoku Gokaku Kyouiku Gakkai*].

Professor Gwen Gallagher has served on the JALT conference presentations jury for seven years and has been the chair for the last four years. Her responsibilities place her in the forefront of any international academic association. Academic juries are employed to prevent bias and award quality in allotting presentation time for academic papers. Hers is a very difficult job which requires expertise in her field in applied linguistics and communication skills with her colleagues from many different countries. She works in a fully international organisation and has shown exemplary competence in her role as our conference jury committee chair.

On a personal level, I have known Gwen for nearly four years. In that time, it has been readily apparent that her social and communicative skills are excellent. Her knowledge of teaching and living in Japan make her a superb counselor and advisor in these matters.

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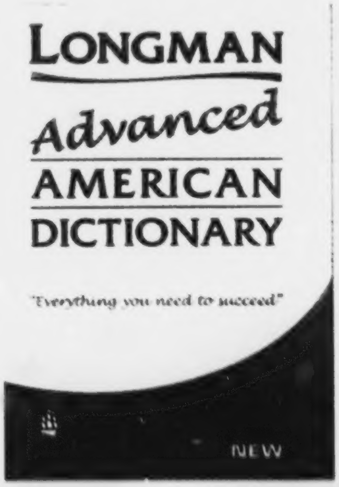
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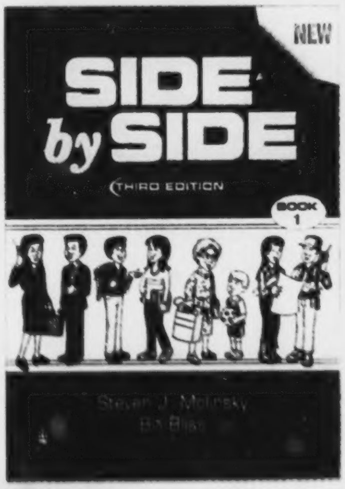
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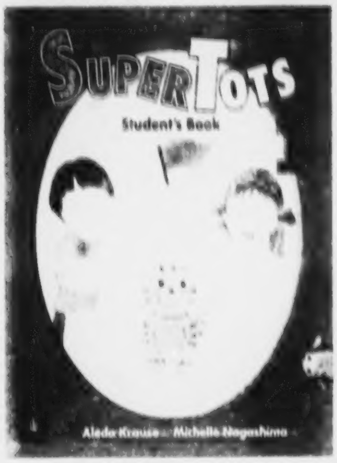
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Nov. 3 11:15 - 12:00
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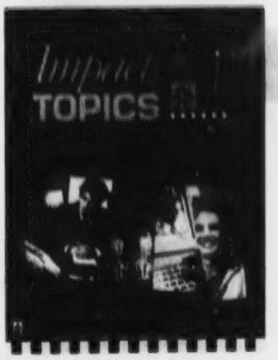

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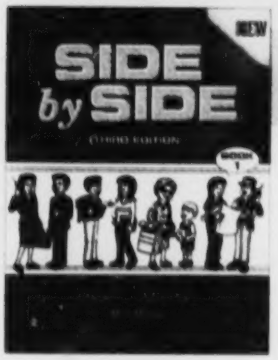

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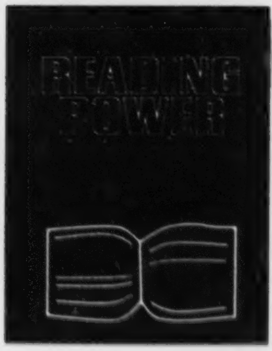

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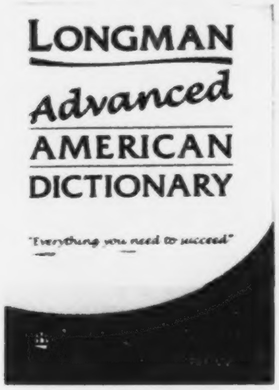

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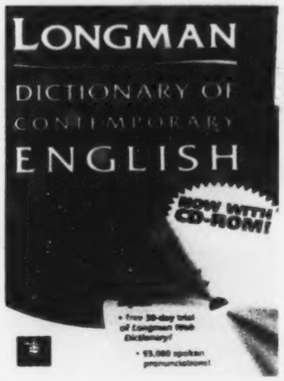

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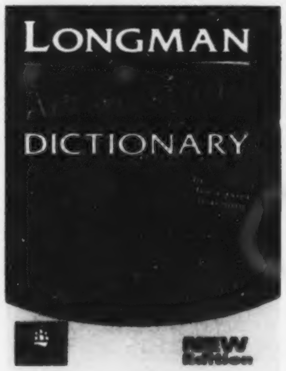

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We wish to present a perspective based on what we know about Professor Gallagher that also seems to be reflected in the court's decision although the conclusion does not seem to have taken the following into consideration. That opinion is this, Gwen has mastered not only communication with her compatriots, but she has also become skilled in communication in the international community which by definition includes Japan.

I would like to ask if the Court would consider why I make this statement about Professor Gallagher's qualifications. We know that Professor Gallagher has learned how to function in a Japanese society as a good citizen and a competent teacher. Reason dictates that if she has learned to communicate and live in Japan she is in fact capable of learning how others see themselves and their culture and adjusting her behaviour accordingly. Consider also that we have observed that she has developed a highly astute ability to compare her culture of origin with her adopted culture. How does this effect her ability as a teacher? By seeing the same culture from different perspectives, we can learn more than if we never learned to compare our environment with other cultures. Learning about how to live in Japan has in fact made her more competent to teach about the culture she comes from.

How do we know this is true? Professor Gallagher has evinced her skills in communicating with the diverse international community that is JALT and the Asahikawa Court decision has confirmed that she has learned to communicate in Japan with Japanese. Having mastered communication in two disparate societies, that of her native community and that of her adopted community, reason dictates that she is what she purports to be, a professional language educator and an expert in communication. Professor Gallagher has proven she is wonderfully suited to provide comparative insights to her students a *"fureshu gaijin"* would be unable to do. This can only be reasonably construed to mean she is truly qualified to teach young students about her own native language and culture.

Furthermore, in my experience, all professional education organisations work to advance the improvement of a teacher's communication skills and ability to deal with the student's culture. This is done in the belief that these are necessary to provide the highest quality of education. This improvement can only come with time and experience. It is only natural that this would be exemplified by one who has adapted to life in their community. From this we must conclude that Professor Gallagher is in fact qualified to fulfil the mission goals of any professional educational organisation.

It is the nature of any professional to improve with practise. After years of practise and increased knowledge of the students' environment, a competent professional will in fact become far more valuable to any tertiary education institution than when they first started teaching. We feel justified in saying that her status at any professional education institution should reflect her qualifications, experience and her prestige among her peers. On my bookshelves here in my apartment are books on learning the Japanese language written by respected Japanese teachers in the USA. They are valued for their linguistic competence in Japanese and their ability to communicate in the USA. And so, as is true in any truly professional institution, rather than being dismissed for becoming too "Americanised," they are valued members of their academic communities.

Encouraging foreign nationals in Japan to participate and become constructive members of society can only enrich Japan. For a teacher, it means that their work and their efforts are valued. And as valued members of society, their work as teachers will continue to improve and contribute to the quality of education in Japan.

I urge the Court of Appeals to consider very carefully Professor Gallagher's appeal.

Sincerely,
Dr. Thomas L. Simmons
President (2000-2001)
NPO Japan Association for Language Teaching

Good Financial News

In a non-profit language teacher organization like JALT most members usually prefer to stay as far away from numbers and income statements as they can. But this year is different, because after six straight years of financial losses due to difficult economic times, JALT finally earned a small profit. TESOL Inc. (Teaching English to Speakers of Other Languages) based in the US with over 14,000 members worldwide for example recently reported a net loss of $150,000 (¥15,750,000) for the year ended March 31, 2000.

Our approximately 3,000 teacher-members of JALT and the many supporters in the school, university and book publishing industry must now be wondering, "Just how did JALT manage to break even during the 1999/2000 year?"

JALT took several major steps last year to ensure it met the financial goals its members wanted, namely to stop spending more than it earned. Postponing one of its academic journals was a difficult decision that was made to keep expenditures under control (which was mitigated by adding extra articles to its May 2000 *Journal*), but one of the most successful measures JALT took was to boost its sales and fundraising initiatives. Over twenty new do-

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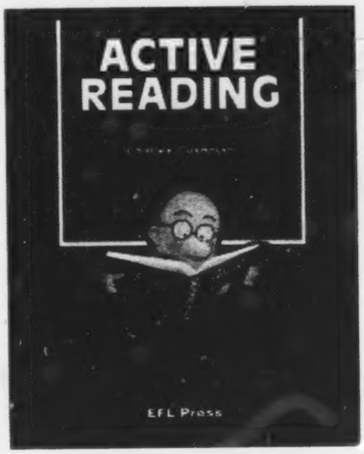
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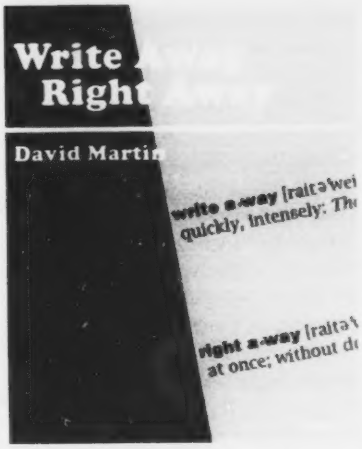
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nors pledged to help the 25-year-old association, including embassies, testing organizations, foundations, and small book publishers, and by the end of the year they contributed nearly 4.5 million yen toward JALT's many fine programs.

JALT's full-time Financial Manager Motonobu Takubo reported a ¥2,114,492 profit for the year ended March 31, 2000. Revenues totalled ¥81,121,294 and expenditures were ¥79,006,802. JALT's elected Director of Treasury David McMurray notes these figures will be audited by the firm Deloitte Touche Tohmatsu but says confidently, "the fact that JALT was able to turn a profit to March 31, 2000, however small, constitutes a new and welcome development to the association." A full report will be made to the annual general meeting of members at the next conference to be held in Shizuoka from November 2-5, 2000.

Congratulations to JALT on a very special financial year.

The NPO JALT Director of Treasury is David McMurray who may be contacted for more information about finance at <mcmurray@fka.att>.

FBC Helps with Fundraising

Have you heard of the Foreign Buyers' Club? Through it you can order over 40,000 items from 30 different countries: anything from after shave and air fresheners to yams, yeast, and zucchini--at affordable prices and delivered right to your door.

The best news is that through the efforts of members Jerry Halvorsen and David Neill, JALT and FBC have been able to craft a means to raise funds for our foreign scholars' program (which has helped teachers from many countries come to JALT conferences.)

Over the years LIOJ has given a lot of help with logistics and visas. Now we will be able to expand our community support even more with the help of FBC.

How? Here are the details:

During the two-week FUNdraising period from October 29 through November 11, FBC will donate (to the JALT Asian Scholar program) 5% of the total amount of JALT members' purchases. If JALT members join, renew, or extend their FBC membership during this period, half their membership fees will be donated. Only orders placed or memberships applied for during the two-week FUNdraiser period will be counted. All order forms must include "JALT" as the group name in the school/group special orders box. JALT members will also get a coupon, valid only during the FUNraiser, worth 1000 yen off their orders.

Just call FBC at 078-857-9001 for a free catalog or order online at their website <www.fbcusa.com>. The people from FBC will also staff a table at JALT2000 in Shizuoka where they will take memberships and orders.

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Conference News

edited by l. dennis woolbright

Are you looking for a job? Are you looking to make a career move? Are you curious about what kinds of teaching jobs are available? Would you like to live and work in another area of Japan? Or, are you an employer looking for the right person to fill a teaching position at your school or company? Come and visit the JALT Job Information Center and we'll do our best to help!

The Job Information Center (JIC) is an information exchange center and meeting place for potential employers and teachers. The JIC posts job listings for teaching positions in a wide variety of schools in all areas of Japan. The JIC staff is happy to provide information, collect resumes, and coordinate interviews at the JALT conference. There is no charge for any of the services at the JIC.

At JALT99 the JIC posted 140 job openings. Twelve employers held on site interviews and 77 resumes were collected for employers. (Most jobs require the applicant to send their resume directly to the employer.)

How can you get the most out of the JIC as a job seeker? First, be sure to bring copies of your resume and/or *rirekisho*. Next, you can learn more about the ins and outs of job hunting in Japan by attending the JIC career development workshop on Friday from 10:15 to 12:00. Then, be sure to check the jobs posted in the JIC. Remember that some employers will hand carry their ads to the conference, so new jobs may appear on Saturday. If you apply for a position with an employer interviewing onsite at the conference, be sure to check the interview board in the JIC frequently.

If your school or company would like to advertise or interview at this year's conference, please contact Adele Yamada at <adele@apionet.or.jp> or Bettina Begole at <tlt_jic@jalt.org> for an advertising form. Forms can be sent in by mail, fax, or email up to one week before the conference, or submitted at the conference. The JIC can help arrange interview times and rooms, and we can collect and forward resumes if requested.

The JALT Job Information Center is staffed by volunteers. If you have a couple of hours free during the conference and would like to help, please contact Adele Yamada for more information.

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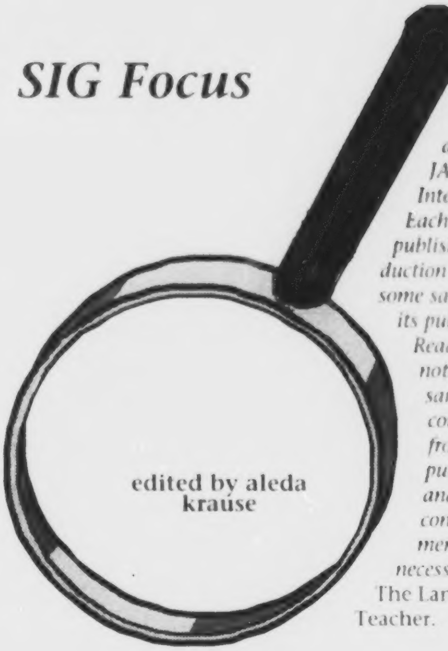
SIG Focus



edited by aleda krause

The SIG Focus column offers a chance for a closer look at one of JALT's Special Interest Groups. Each month we publish an introduction to a SIG and some samples from its publications. Readers please note that the sample articles come directly from the SIG's publications and reflect the concerns of its members, not necessarily those of The Language Teacher.

The Teacher Education SIG

When do you find yourself motivated about teaching, learning, and the learning of teaching? How does "feeling motivated" feel? It could be a physical sensation like adrenaline pumping when you imagine trying out something new, or a sudden lightness when something suddenly clicks and you have a new way of making sense. It could involve a vision of where you want to go, what you want to discover. It might be a sense of satisfaction that a class went well, your research taught you something new, or that you learned something new about your students—or yourself. Chances are this feeling stems from an action—talking to colleagues, reading an inspiring interview, attending a workshop, reflecting after class. And this motivation itself often leads to other positive or useful actions which are again motivating. The spiral of teacher development is in motion.

The Teacher Education SIG is a group of teachers and teacher educators/trainers who desire to maintain and enhance their motivation for teaching and the learning of teaching. The SIG is dedicated to the ongoing development of all teachers through active collaboration with other teachers, participation in workshops, action research, and reflective practice. We publish 3-4 newsletters a year with a variety of interviews, articles, reviews and reports on issues related to teaching and teacher development. Some of our favorite articles can be found on the SIG website. For our annual weekend retreat this year, Andy Curtis came from Hong Kong to lead a workshop on Action Research. We've also collaborated with IATFL's Teacher Development SIG for past retreats. At JALT2000 the SIG will sponsor two presentations: one by member Tim Knowles on Action Research and the other a workshop by Jack Millet, The School for Int'l Training, on Reflective Practice.

The Teacher Education SIG website is <www.jalt.org/teach/>. For an inspection copy of the newsletter, or for further information about the SIG, stop by the desk at JALT2000, or contact Lois Scott-Conley; Tokyo Jogakkan Women's College, Tsuruma 1105, Machida-shi, Tokyo 194-0004; <lois.scott-conley@sit.edu>.

In this column we'd like to share excerpts of two articles from past newsletters that discuss teacher development. The first is from the initial SIG publication in 1993 (*Teacher Talking to Teacher: Newsletter of the Teacher Education Special Interest Group of JALT, 1*(1), 3-6). It is written by the founder of the SIG, Jan Visscher. He discusses teacher motivation and development and the need for real communication between teachers as a force for both. The next excerpt is from an interview in 1996 with Donald Freeman, US teacher educator and former president of TESOL (*Teacher Talking to Teacher, 4*(2), 12-17). In the interview he states the necessity of transforming teaching, not by working on *behavior* but rather by accounting for *sense making*, and he shares ideas of how teachers learn to teach through articulation, explanation, and "communities of explanation." (Complete versions of these articles can be found on the Teacher Education SIG homepage.)

Motivating Teachers

Jan Visscher

The ambiguity of the title reflects the ambiguity permeating the whole area of motivation. Tiny concepts have been developed—"intrinsic" and "extrinsic" are probably the most pervasive--that have helped to create deeper understanding and more meaningful discussions of motivation. However, most of the attention continues to be focused on only one of its two facets: teachers who motivate their students. The question I want to ask here, to paraphrase Philip Riley in *Discourse and Learning* (1985) seems simple, obvious even: What do teachers get out of teaching in order to motivate themselves? Almost all the literature addresses the question "What do teachers put in to motivate their students?" (pp. 133-134). . .

Not a word about motivation of the teacher. Finally, about 20 years ago, Mary Finocchario and Michael Bonomo, in their book *The Foreign Language Learner: A Guide for Teachers* (1973), advise[d] that "[The teacher] should keep the motivation of his students at a high level, not only by varying his method of presentation or his instructional materials but also by giving his students a sense of security, success and achievement" (p. 23).

The implied "planning for motivation" by the teacher seems to be a bit of a red herring in that the factors that go into the creation of learner motivation—interest, energy level, relevance, rapport, preoccupations, to name but a few—are highly personal and individualistic and therefore, by definition, will vary from class to class and even from moment to moment in the same class. If we "plan" learner motivation, we must assume that the factors I've just mentioned are comparatively constant and predictable, thus denying the learners their individuality and idiosyncrasies. That gets us into what I call the "bell curve syndrome," where achievement is measured numerically and standard deviation is the norm. It's a world where teachers go into a new class with the rallying cry of the Great Demoralization. "Well, here we go again," and the end of a class is marked with the words equally indicative of desperation: "Ten down, three to go." Their practice exemplifies one definition of insanity: doing the same thing over and over while expecting different results.

And then there are teachers who walk into their first class of the new term with adrenaline pumping, and for whom the end of a class may bring euphoria or deep reflection, but hardly ever a sigh of relief.

What accounts for the difference between these two types of teachers? Motivation. Not motivation of students but of teachers. If teachers themselves are not motivated, no manner of methods, approaches or techniques is going to create motivation among their students on a continuing basis. We are all familiar with the very successful and seemingly motivating "one-off," whether it is a substitution or demonstration lesson. But the nagging question always remains, "What would the twenty-third lesson be like?" This question does not arise with the motivated teacher; we know that student involvement and energy levels will remain high, that success does not depend on a particular technique or activity, but on the investment by the teachers in their students.

How do we as teachers know whether we are motivated? By verbalizing the questions that go through our minds as we prepare for teaching. When we can honestly say that such thoughts as, "I can't wait to find out what the students are going to do with this activity," "What am I going to learn from and about my students?" "Will there be some unexpected developments that can lift the lesson far beyond what I have planned?" and "Am I going to be challenged to critically examine some ideas I have taken for granted too long?" recur regularly during lesson planning and before we enter the classroom, we can take it as a solid indication of being motivated. On the other hand, "Are they going to mess up my lesson plan?" "Will I be able to keep order?" and "Wouldn't it be nice if nobody showed up?" are questions that should put us on our guard if they become habitual. (I doubt if there's any full-time teacher who never harbors thoughts like these!)

And how can we made [sic] sure these indicators of our motivation continue to manifest themselves in our conscious minds? The only answer suggesting itself with any degree of regularity and universality is, "By interacting with other teachers." Participants in the teacher-training course I am involved with almost without exception identify interaction with the other participants and with the course tutors the most motivating aspect. To mention a few examples: "It energized me," "The interaction motivated me to try out radically different approaches," [and] "Without a chance to discuss in depth my teaching and new ideas, the course would have been no different from my college classes."

The important difference between this type of interaction and "Let's talk about our classes and the problems we have" is that the former is focused and structured by peer observation and by specific observation topics, such as "teacher talk," "correction," "affective factors" and "materials." Another crucial difference is the purpose of the interaction: not to get some neat ideas for your next class, but to get recharged as a teacher, to change from "What shall I do for my next class?" to "What adventure awaits me in my next class...and the one after that, and the one after that!" It's the interaction that creates the motivation, not the other way around. As Paulo Freire (1987) puts it: "Motivation takes part in the action. It is a moment of the very action itself. That is, you become motivated to the extent that you are acting, and not before acting" (pp. 4-5).

This is what I hope to be one of the main foci for the Teacher Education N-SIG: an action forum for the focused and meaningfully structured exchange of ideas on teaching and learning to help us develop as teachers. Once the process has started, we will become motivated to enhance our teaching and thus to...develop further—which will reinforce our motivation and so on, hopefully *ad infinitum*, or at least until an end is put to our teaching. Whether we consider that end merciful or regrettable will depend on how much we have been motivated as a teacher—a motivation that is directly related to our active participation in our own development.

References

Riley, P. (1985). *Discourse and Learning*. London and New York: Longman.

Finocchario, M. & Bonomo, M. (1973). *The Foreign Language Learner: A Guide for Teachers*. New York: Regents.

Shore, I. & Freire, P. (1987). *Pedagogy for Liberation*. New York: Bergin & Carvey.

Donald Freeman: An E mail Interview with Andy Barfield

AB: Dr. Freeman, thank you for agreeing to do this interview....One theme that underlies our SIG's efforts is "cooperation" and another is "reflective practice." I'm wondering what themes you find prominent in your work at the moment.

DF: I am working on three notions right now that come from my experience as a teacher educator as well as the research I have been doing into how people learn to teach. The three ideas are "articulation," "explanation," and "community of explanation/practice." They may sound abstract, but they are really quite simple and concrete. Articulation refers to the process of putting ideas into language (either oral or written), explanation to what we put into language to make sense of what we do. In other words explanations are the phrases or ideas which we use to describe what we do or happens in the classroom.

So if you tell me, "Those students are shy because they're only freshman," that is your explanation for why they may not talk a lot in your class. The act of telling me is articulation. Now I may or may not share your perception of shyness or of what those students are capable of, so your explanation will—or won't—convince me.

AB: . . . and if we don't share the same explanation, then what?

DF: That is where the third concept—community of explanation/practice—comes in. The community of practice describes the group of people that does the same things; the community of explanation describes the group that shares the same explanations for things. So if you take the teachers' room for example, the group there is a community of practice since everyone teaches at the same institution. However it is not one single community of explanation, since different people may share different reasons for why things are the way they are in teaching. So when you make the same statement, "Those students are shy because they're only freshman" in this group, perhaps the old-timers will agree with you—and thus they share in your community of explanation—while the newcomers may not. They may have another explanation, like "that material was too hard for those kids," or whatever.

This is a rather quick synopsis of some of the key ideas in my work . . . .

AB: Does this relate then to how teachers talk to each other about reflective teaching for example?

DF: Yes, it does. In reflective teaching, when teachers interact, they are creating new communities of explanation (in my lingo). These communities often differ from the dominant or prevailing explanations in their work settings. In other words, reflective teaching involves coming to talk differently about your teaching so you make new sense to a new group of people. This process of becoming articulate in these new, what I would call counter-settings is directly tied to fostering change in teaching practice. Put another way, you need someone to talk to about your work. . .and in that process, you explain your work so that it will make sense to him/her. But this changes the work itself: By putting words on to (or into) it, you are making it different. So if you say, "The students are shy," that casts the work in one way. If you say, "The material's too hard for them," that casts it in a different way. In this case, one way points your thinking towards the students while the other points towards lesson planning and the choice of material. And you might find that the first is fatalistic—"That's just the way they are. . ." leaves you with little to do about it. While the second is more instrumental—"You could try a different technique," leads you to explore options.

My point is that explanation shapes practice; the way you define it shapes what you do about the issue. And likewise new ways of making sense breed new forms of teaching.

AB: I'm wondering what new forms of sense-making you might have in mind here, and how they might be sustained . . .

DF: My work and interest have been in formulating a descriptive theory of teacher learning, so I am not advocating any particular new form of teaching or new way of explaining things. In my mind, that form would, in fact, depend on the community of explanation into which the teacher seeks to enter. So for a beginning teacher, the new form of sense-making would probably be the socialization of the host school environment. . .for an experienced teacher, it might be the community of a new form of practice that s/he runs into in a workshop. You see, sustaining new forms of explanation is primarily a matter of belonging. It depends on walking the walk and talking the talk of that community of explanation. You remain connected to that group because you are sustained by its explanations. . .and vice versa. The group makes the explanations work for you.

AB: So are you talking about belonging to one group—or community of explanation—or many of them . . .

DF: Well, that's just it. We all are connected to many communities of explanation simultaneously, so the strength of this belonging (or allegiance, as I call it) varies. In teaching, we have explanations that come from our tacit experiences as students, from our formal training, from our workplace, from our professional peers, and so forth. And many times, these various explanations will conflict.

You see, I am working on the notion of explanation as the "unit" of teacher education (whether it is teacher self-education, as in reflective practice, or formal training). For me, "explanation" connotes two things: 1) something that needs explaining and 2) someone(s) to explain (or make sense of) it to . . . which I am calling the community of explanation. So in a sense your identity as a teacher depends on your explanations making sense to your students, your peers/colleagues, and the work setting in which you practice. Likewise, teacher education programs—whether they are formal MA programs, a RSA Certificate or a reflective self-development group—all depend on explanation. This links the individual to the group and vice versa. It is the social fabric of the group that sustains the explanations.

AB: Presumably this has lead you to examine closely how teachers construct and develop what they know, believe or do as teachers. What has struck you as particularly important here?

DF: Three things . . . First that the conventional dichotomy between thinking and doing, on which much of teacher education operates is probably not useful, and second that the unit of teacher education and change is probably not the individual but the group. And third that, if our aim is to transform teaching, we cannot do so via working on behavior; we need to account for sense-making...for how people situate themselves in—or belong to—their contexts. I could elaborate any or all of these ideas . . . what suits you?

AB: The second point is clear—the first more or less so, but it still merits some clarification . . . .

DF: Well, the dichotomy between thinking and doing in teacher education is really at the base of how we operate. It is the Cartesian premise that we can "give" people ideas and then they will act on them . . . you know, "theory informs practice," "research should shape teaching," "textbooks drive the curriculum" and so on.

This transmission notion of education is largely shaped by the context of higher education. It has lead to the whole notion that there is theory and there is practice and that they are separate, or that teachers' words and their actions are separate. And I'm not convinced that this is true or even useful to pursue since, for example, talking is a form of action, and when you talk to someone that shapes what you say. I think it may be more productive to take both thought and action as forms on a continuum of social definition so that what you say and what you do as a teacher need to fit in (or as I have said, make sense) for a particular group and setting . . . .

Special Interest Groups News

edited by robert long

Interested in learning more about your SIG? Please feel free to contact the coordinators listed after this column.

CALL: The CALL SIG has many events planned for JALT2000. Stop at our table to get more information. Now we are looking for CALL users to present at our forum in Shizuoka on November 4, 10:15-12:00. The forum will run on a software fair and poster session model with people showing and/or explaining their favorite software or

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projects. Presenters will need to bring their own laptops to show software. For more information visit <http://jaltcall.org/conferences/jalt2000> or email <elin@gol.com>. The deadline for presenters is October 5.

Pragmatics: The Pragmatics forming SIG is interested in what people are doing with words. More specifically, the SIG provides a forum for research and teaching of cross-cultural pragmatics and interlanguage pragmatics as well as cross-cultural communication. The SIG will sponsor a forum on "Pragmatics and Media" and be a cosponsor for Dr. Gabriele Kasper's plenary speech at JALT2000. Also, the latest issue of the newsletter *Pragmatic Matters* will be ready for distribution during the conference in Shizuoka. We are looking for new members. Contact Sayoko Yamashita, coordinator, for more information or come to the SIG's general meeting at JALT2000.

Other Language Educators: OLE has issued its NL 16, containing besides the usual statement of purpose in four languages, reports from the January 2000 Exbo and the Gallagher case, whose verdict could be crucially important for teachers of OFLs. This is followed by extensive information on OLE's activities on the regional level as well as on OLE-related submissions to JALT2000. There is also a contribution by Professor Chi on teaching Korean as well as information by various publishers for the new term. Order copies from the coordinator Rudolf Reinelt.

Crossing Cultures: JALT-members interested in intercultural communication are invited to participate in our forming SIG's first forum at the upcoming JALT2000 Conference on Friday, Nov. 3, 10:15-12:00 in Room 903.This meeting inaugurates the conference collaboration of JALT CC-SIG and SIETAR Japan, which have jointly planned the program. Yashiro Kyoko will lead the session on the intercultural dimensions of the EFL classroom. Following the forum is the Annual General Meeting to which everyone is warmly welcomed. Your participation is vital to the growth of this group.

SIG Contacts

edited by robert long

Bilingualism—Peter Gray, t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); <elin@gol.com>; website <www.jaltcall.org/>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>; website <www.wild-e.org/cue/>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>

Japanese as a Second Language—Stacey Tarvin Isomura; <stacey@gol.com>

Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); <barrym@gol.com>; website <www.esl.sakuragaoka.ac.jp/tsh/>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>; website <www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/LLE/indexE.html>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>

Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w); <haig@nagoya-wu.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Teacher Education—Lois Scott-Conley; <lois.scott-conley@sit.edu>; website <www.jalt.org/teach/>

Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; <aleda@gol.com>

Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); <lyoffe@edu.gunma-u.ac.jp>; website <www.jalt.org/test/>

Video—Daniel Walsh; t: 0722-99-5127(h); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>; website <www.aasa.ac.jp/~dcdycus/>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); <reinelt@ll.ehime-u.ac.jp>

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <www2.gol.com/users/ath/gale/>

Forming SIGs

Pragmatics—Yamashita Sayoko; t/f: 03-5803-5908(w); <yama@cmn.tmd.ac.jp>

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

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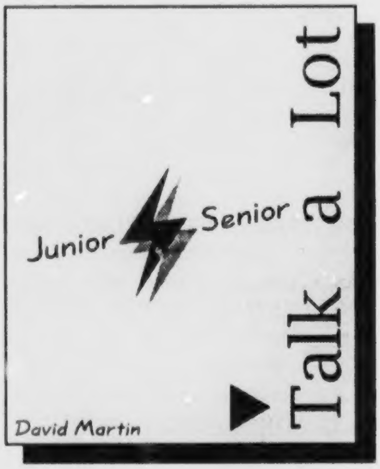

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Chapter Reports

edited by diane pelyk

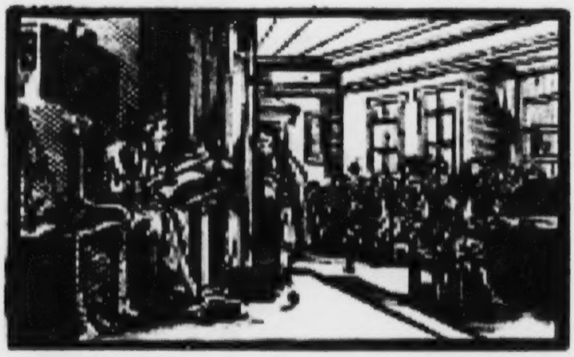
Gifu: June—***Creative Activities for Teaching Writing*** by Sean Gaffney. Gaffney demonstrated a multitude of activities that teachers can use in the EFL classroom to teach communicative writing. His emphasis throughout the presentation was on demonstrating activities that can be used to encourage students to write creatively and freely, without worrying about spelling and grammar mistakes. Gaffney maintained that students usually receive so much correction from other teachers that he usually refrains from correcting student writing. Instead, he uses it as a medium for teacher-student communication and encouragement. Among some of the ideas presented to stimulate creativity and idea generation from the students were the use of videos, journals, readers, pictures, and storytelling.

Reported by Paul Doyon

Gunma: June—***Pair Discussion: Contextualizing Communication*** by Barry Mateer. Both adolescents and adults are intellectually capable of using complex linguistic structures. However, what is the benefit to students of teaching phrases such as "Walk straight for two blocks and turn left," when students are not yet able to make simple requests for clarification such as "Did you say . . . ?" or "Do you mean . . . ?" Challenging his teaching with these sorts of questions, Mateer has created an effective way to aid students in developing clarification, confirmation, and discussion skills that he calls "pair discussions."

Mateer consciously finds communication opportunities in the classroom using real occurrences, and requires students to use confirmatory and clarification questions and phrases to communicate what is happening or being talked about. For discussions, Mateer provides topics that pertain to students' lives such as "things I am proud of" or "things my parents don't care about." Using student-generated ideas, he prepares handouts for the students to use as a base for their short discussions. Students tick off ideas that apply to them and add three of their own. Although Japanese is not allowed, students are free to write Japanese words in the context of English phrases during the discussion. This material provides the basis for lessons after the discussions. For older students, written reports can also be added to balance oral skills.

Reported by Renée Gauthier Sawazaki



Matsuyama: April—***Varied Second Language Teaching*** by Che Jong-Hi, Kamie Kenji, Maria Ines Toriishi, and Danielle Kurihara. Jong-Hi gave a detailed presentation on how to generate general communication abilities in a Korean class for first-year university students. One weakness of standard Korean textbooks was their reliance on *katakana* to help with reading new Korean words. The lecturer also stressed that her job was not just to provide conversational play for her students but also to teach the fundamentals of grammar, reading, and the language in general.

Kamie presented a lecture on his pioneering efforts using computer technology to allow students to teach themselves German. These days, student motivation is often lacking, and traditional texts lack the power to inspire students. His answer is to combine new technology with the interests of students to increase participation and learning. The students create html pages in German on a wide range of topics and present their work to the class in groups. In addition, the students create individualized pages introducing themselves and other interests in German. Completing the pages with graphics, the students take a lot of pride in creating their own work.

Toriishi gave an introductory class in Spanish. The aims of her first class are to cover the five following areas: (a) pronunciation and spelling, (b) masculine and feminine genders, plus plural and singular forms in nouns and adjectives, (c) learning how to establish first contact with others, (d) the present indicative of the irregular verb *ser* (to be), and (e) reducing student fears. A video highlighting basic Spanish by native speakers in real world situations grabbed the attention of the students. It is certainly worthwhile to use video material to supplement more staid textbooks. When students are relaxed and entertained, they will want to learn.

Kurihara presented a lecture on her pioneering efforts in teaching French to first year university students. Although they may be serious, defiant, or giggly, all the students are basically afraid of

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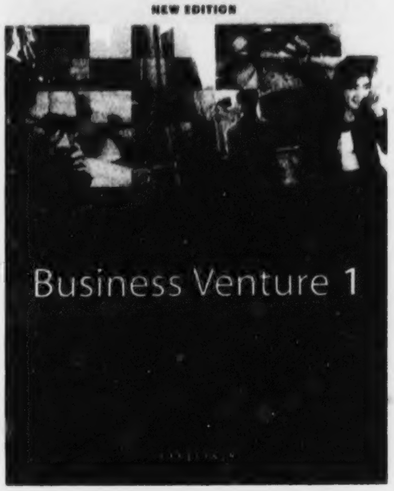

Roger Barnard

Presenting at National JALT 2000 Shizuoka: *Business Venture, New Edition* co-authors Roger Barnard and Dorothy Zemach, 'Taking Care of Business, Adapting Authentic Materials for Low-level Learners', Friday, Nov. 3rd 12:15pm, Room # - EME2

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speaking, especially in front of others. By laying down strong rules and being able to explain instructions in Japanese, Kurihara creates an atmosphere in which students clearly know what is expected of them. For the first half of a typical lesson, she teaches grammar and expressions. Then for the remainder of the class, the students must practice a dialogue. Before students can leave, they must practice the dialogue to the required standard. By being forced to cooperate with a partner and act out a dialogue for the instructor, students realize they can speak.

Reported by Paul Dalley

Nagasaki: June—*Culture and Education in Japan* by Ushijima Youichirou. Ushijima brought his many talents and experiences to this interesting workshop. He is the director of the Chikyukan International Center in Nagasaki, as well as the coordinator of the International Association, former math teacher, and current part-time college instructor. He began by organizing us into an identity and values clarification activity. Participants had to mark off sections of a card and consider places they wanted to go, expectations they had of their students, why they became teachers, and a favorite word or proverb. Then we were seated in concentric circles in the middle of the room and did pairwork with a succession of partners.

Then we worked in larger groups and shared ideas about the development of our students. We were asked to summarize each of our colleagues' ideas. Finally, we were assigned bilingual topic sentence cards about Japanese culture in general and asked to agree or disagree with the opinion. We then formed a group consensus and compared notes with rival groups. Topics included student motivation, human rights, body language and emotion, volunteerism, and school rules.

Reported by Tim Allan

Nagoya: July—*Creative Note-Taking Skills and English Teaching in Taiwan* by Tim Newfields. Effective note taking is an active process involving thought and creativity. Newfields maintained that part of this process involves guessing and predicting content before the lecture takes place. This predicting stage has several advantages. It lightens the memory load and helps note takers determine the relative importance of various subject matter during the lecture. By having some idea of the key concepts, note takers can be encouraged to develop their own abbreviations for recurring items.

Newfields also gave out a questionnaire to help participants reflect on their own note-taking practices. Good practice was seen to include reviewing notes within 24 hours, knowing how to separate main ideas from supporting details, and reviewing notes by reciting them aloud. Newfields further suggested various timesaving devices including the elimination of vowels and creation of personal abbreviation systems. He noted that there was no optimum approach to note taking but that students should be encouraged to find their own styles, the most important point being that the notes should make sense to the person taking them.

In the second half of the presentation, Newfields compared his experience of teaching English in Japan to teaching in Taiwan. There are obvious similarities. Both Taiwan and Japan place a great emphasis on students achieving good grades in order to enter good universities. Teaching tends to be exam oriented and, consequently, students spend a great deal of time at cram schools. However, unlike Japan, the prevalence of cable TV and English language radio programs gives the Taiwanese students more exposure to English. Therefore, they tend to be at a much higher level of competence. In addition, university textbooks for science, economics, and other subject areas are usually written in English, since many Taiwanese academics in various disciplines have completed their academic training in English-speaking countries.

Reported by Bob Jones

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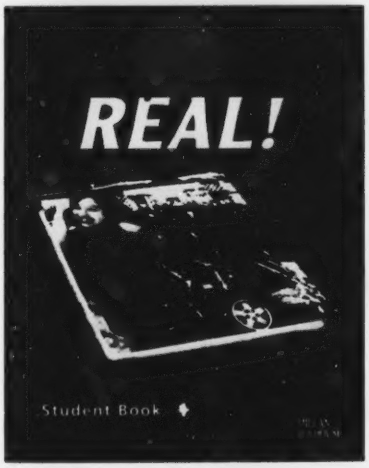

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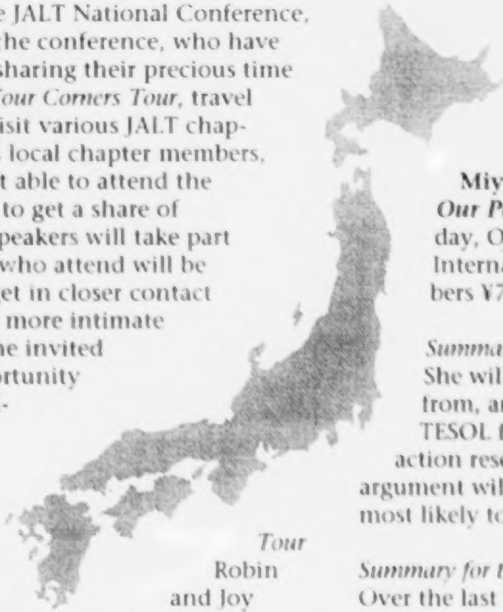
Chapter Meeting Special

The Four Corners Tour 2000

Each year, prior to the JALT National Conference, the main speakers of the conference, who have generously agreed to sharing their precious time to participate in *The Four Corners Tour*, travel across the nation to visit various JALT chapters. This tour enables local chapter members, some of whom are not able to attend the National Conference, to get a share of JALT2000. Since the speakers will take part in local events, those who attend will be fortunate enough to get in closer contact with the speakers in a more intimate setting. It also gives the invited speakers a better opportunity to gain an understanding of the teaching situation in Japan.



The Four Corners Tour Coordinators, Robin Nagano, Tim Allan, and Joy Jarman-Walsh, have been working very hard to plan and schedule this year's tour. The result is the exciting schedule outlined below. Two of the main speakers, Dr. Ann Burns and Dr. In Lee, will be visiting chapters courtesy of Tuttle Publishing, Inc., sponsor of this year's tour. We hope many of you can come and take part!

Dr. Anne Burns
(NCELTR, Macquarie University)

Niigata—***Teaching Speaking: Renewing Our Perspectives Through Discourse*** Tuesday, October 24, 19:00-20:30; Niigata Women's College (Kenritsu Niigata Joshi Tanki Daigaku); one-day members ¥1,000, students ¥500

Hiroshima—***Teaching Speaking: Renewing Our Perspectives Through Discourse***
Wednesday, October 25, 17:00-19:00; International Center, Crystal Plaza 6F; one-day members ¥500

Kitakyushu—***Beyond Intuition: Getting Started in Action Research***
Friday, October 27, 19:00-21:00; Kitakyushu International Conference Center (near Kokura Station), Room 31; one-day members ¥500

Nagasaki—***Teaching Speaking: Renewing Our Perspectives Through Discourse***
Saturday, October 28, 18:30-20:30; Nagasaki Shimin Kaikan; one-day members ¥1,000

Kagoshima—***Teaching Speaking: Renewing Our Perspectives Through Discourse*** Sunday, October 29, 19:00-21:00; IM Building Iris Kyuden Plaza; one-day members ¥500

Miyazaki—***Teaching Speaking: Renewing Our Perspectives Through Discourse*** Tuesday, October 31, 18:00-20:00; Miyazaki International College (MIC); one-day members ¥750

Summary for the Action Research topic:
She will discuss where action research came from, and why it is becoming popular in the TESOL field. Different approaches taken to action research will also be considered. Her argument will be that collaborative approaches are most likely to bring about changes in practice.

Summary for the Speaking topic
Over the last ten years there has been a growing interest in how speaking can be taught from a discourse-based perspective. This approach uses insights from discourse analysis, which examines language beyond sentence level; and as it is used in natural speaking context. This workshop considers some of the implications of a discourse perspective for English language teaching. There will be opportunities for participants to design activities for learners at different levels based on a discourse approach.

Dr. In Lee
(Chongju National University)

Nagoya—Tuesday, October 31, 18:30-20:30; Nagoya International Center, lecture room # 2, 3F; one-day members ¥1000

Chiba—Sunday, October 29, 13:00-17:00; Overseas Vocational Training Area (Reception Hall, Wa), Makuhari Hongo; one-day members ¥500

Dr. In Lee, winner of the JALT Asian Scholar Award, will present on a topic that relates to new trends in the teaching of English in South Korea. He will focus on instruction at the pre-university level in public education. The presentation will be in both English and Japanese.

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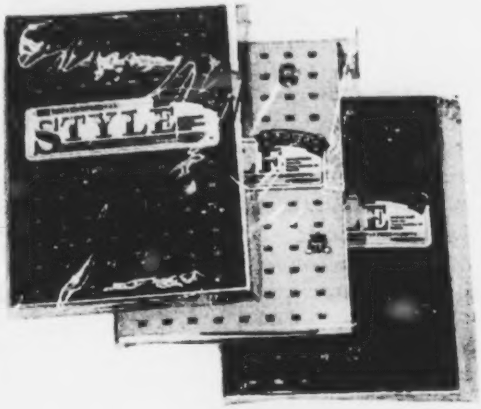

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Chapter Meetings

edited by tom merner

Akita—We will have a monthly meeting in October. The final and detailed information will be provided later.

Gifu—**(1)** ***Split Storytelling*** by Tim Murphey and Brad Deacon, Nanzan University, **(2)** ***Using Email to Increase English Learner Motivation*** by Suzuki Yuko, Nanzan University. The Split Story technique involves breaking up stories and providing motivating tasks to take advantage of students' natural curiosity to increase learning. In this workshop, participants will experience live Split Stories and video examples taken from the presenters' classes. In the latter presentation, a key-pal project currently being conducted at a junior high school in Nagoya will be introduced. *Sunday October 22, 14:00-17:00; Dream Theater, Gifu City; one-day members 1000 yen.*

Gunma—***English As a Multicultural Language*** by Honna Nobuyuki, Aoyama Gakuin University. The speaker will discuss the various aspects of present day English and how English reflects a diversity of disparate cultures. Details can be found at: <http://202.236.153.60/JALT/default.htm>. *Sunday October 15, 14:00-16:30; Maebashi Kyoai Gakuen College (t: 027-266-7575); one-day members 1000 yen, students 200 yen, newcomers free.*

Hokkaido—***Creative Ways of Using Music for Language Learning*** by Shimabayashi Shoji, Hokkaido Tokai University. This presentation will demonstrate how music can be used in a variety of ways to enhance English language learning for all ages. The presentation will give teachers ready-to-use lessons that can easily be used in the classroom. *Sunday October 29, 13:00-16:00; Hokkaido International School (5-minute walk from the Sumikawa Station); one-day members 1000 yen.*

Ibaraki—***Student Generated Small Group Video Projects*** by Jim Batten, Ibaraki Christian University, and Joyce Cunningham, Ibaraki University. The presenters will outline a content-based project they have collaborated on with a view to increasing students' awareness of their own culture. To this end, Batten and Cunningham have set up student-generated, group-produced videos to encourage and motivate their learners to explore different aspects of Japanese culture. *Sunday October 15, 13:30-17:00; Ibaraki Christian College, Hitachi Omika; one-day members 500 yen.*

Iwate—***Costello-A Virtual World for Language Learning on the Internet*** by Adrian Cohen, JALT Iwate Chapter Program Chair. The speaker will present a computer program for language learning on the Internet. *Sunday October 15th; Iwate Prefectural University (contact Mary Burkitt to confirm the time and place).*

Kanazawa—***Motivating Japanese Students To Be Active Communicators*** by David Paul, David English House. The presenter will suggest two main reasons why we are failing with these students. The first is that we cling to traditional methods which only work for a small percentage of learners. The second is that we use imported ideas which were developed for completely different learning situations. Implications of these observations for the classroom will be examined and teaching options explored. *Sunday October 15; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa).*

Nagasaki—***Reading With Pause, Prompt and Praise: A New Way to Help Students With Reading*** by Steven Donald and Mario McKenna, Nagasaki Junshin Catholic University, with Alison Kane, OUP. Pause, Prompt and Praise (P.P.P.) was developed in New Zealand in the late 1970s to help students who were experiencing reading problems to catch up and to become independent readers. Studies show children make reading gains in comprehension, accuracy, and fluency as well as in improved behavioral skills. This presentation will introduce the technique, explain the history and discuss current related projects. *Sunday October 1, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen.*

Nagoya—***Boo, Turkey! Halloween and Thanksgiving*** by Linda Donan. You've probably heard her well-received presentation on how to teach for Christmas. Now come and hear her speak on Hal-

"Well, I'd love to write something, but I just don't have the confidence or experience!"

「書くのは好きだけど、自信もないし、経験もないし」

TLT's Peer Support Group offers beginning writers a warm, secure environment in which to develop material for possible publication. If you would benefit from collaborative help in developing your writing, please contact: Andy Barfield, PSG Coordinator <tlt_psg@jalt.org>

TLTのピア・サポート・グループは投稿を希望する経験の浅い方々にも、暖かく安心できる環境を提供いたします。論文作成に力を貸してほしいと感じている方は、Andy Barfield <tlt_psg@jalt.org>までご連絡ください。

loween and Thanksgiving. All age students enjoy learning about the cultural holidays of their foreign teachers and are motivated to read, write, listen and speak on holiday customs, songs, and cuisine. *Sunday October 29, 13:30-16:00; Nagoya International Center 3F meeting room 1; one-day members 1000 yen.*

Nara—*Reaching an Agreement* by Parrill Stribling. This three-hour workshop focuses on assisting students and teachers to reach a mutual understanding concerning course goals, accountability, and grading standards. Participants will be given practical experience in setting and reaching agreement on writing, speaking, listening, and reading goals. This presentation's objective is to nurture a mutual appreciation of course goals and evaluation standards. *Saturday October 21, 14:00-17:00; Tezukayama University, Gakuenmae Campus (Kintetsu Gakuenmae Station).*

Niigata—*Fun, Communicative Grammar for Kids!* Greg Cossu, co-author of *SuperKids*, and Sugiyama Keiko. Can children learn to speak natural English? Can they answer as well as ask questions? This presentation will focus on the value of teaching grammar in a fun, communicative way through grammar activities, pairwork, and grammar songs. Let's help our students communicate in a way in which they can be understood. *Sunday October 15, 10:30-13:30; Niigata International Friendship Center; one-day members 1,000 yen.* Look for information about the Four Corners Tour coming to Niigata in the next newsletter!

Okayama—*Engaging Teachers in Professional Development and Cross-Cultural Discussions* by Ian Nakamura, Hiroshima Kokusai Gakuin University and Okayama University. Guided teacher discussions offer us new ideas. Two types of discussions and related issues will be introduced. The first example will examine the process of becoming a reflective teacher. The second example will explore cross-cultural observations and interpretations by comparing two films, *Tampopo* and *Eat, Drink, Man, Woman*. Venue is yet to be announced.

Omiya—*Motivating Adults and Teenagers to Communicate* by David Paul, David English House, author of many texts for children and adults. Why is it that so many Japanese students fail to learn to communicate in English, even after studying for many years? What have we been doing wrong? The presenter will try to answer these questions. He will suggest that the only successful methods are those which specifically address the particular psychological and emotional needs of Japanese learners, and he will propose many techniques which aim to achieve this. *Sunday October 22, 14:00-17:00; Omiya Jack, 6th floor (near west exit, Omiya station).*

Tokyo—*Correction Techniques: Just What are We Doing and Why?* by Jim Smiley, The ELEC Institute. A talk and workshop on correction techniques. The speaker will present various methods of correction for discussion about their effectiveness, theoretic basis, how the correction method chosen highlights the teaching goals, and how to express this to the student to ensure a better learning environment. *Saturday October 21, 14:00-17:00; Sophia University (Yotsuya Stn), the Kioi Building (opposite the New Otani Hotel), Room 108; one-day members 1000 yen.*

Toyohashi—*Achieving Authentic Communication in the Language Classroom* by Jean Simionian, Martha Robertson and Kristi Joba. Use of video in the classroom, peer response groups for composition classes, and video exchange programs will be discussed as ways that go beyond games and activities to achieve authentic communication. The approaches presented will be applicable to all ages and proficiency levels. *Sunday October 15, 13:30-16:00; Aichi University, Toyohashi Campus, Building No. 5.*

West Tokyo—*Intercultural Communication Experiential Learning Seminar*. All JALT members are invited to participate in the SIETAR JAPAN Mini Seminar on Experiential Learning. The focus will be on sharing practical teaching know-how about instructional activities for intercultural communication training, including how to conduct a simulation game and how to debrief it. On-site contact: 070-5369-1894. *Saturday & Sunday October 7-8, 10:00-17:00; Obirin University (Machida, 5-minute bus ride from north exit of Fuchinobe Station on JR Yokohama Line); 3000 yen per session.* On Saturday at 18:00-20:00, there will be a joint JALT-SIETAR meal at a Machida restaurant.

Yamagata—*London in Terms of History, Culture, Education, Language, etc.* by Paula Stapley, GEOS Language System. The presenter, who is a Londoner, will give a presentation on London, focusing on foreign language acquisition and instruction. *Sunday October 22, 13:30-16:00; Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Yokohama—*Basic Strategies for Using Textbooks* by Tim Cupp, Oxford University Press. *Sunday October 8, 14:00-16:30; Gino Bunka Kaikan, 6F, in Kannai.*

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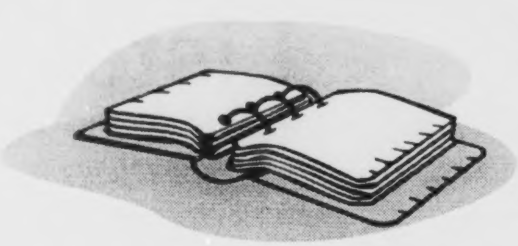
Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 0184-22-1562; <takeshis@mail.edinet.ne.jp>
Chiba—Yukiko Watanabe; <joebella@pk.highway.ne.jp>
Fukui—Watanabe Takako; t/f: 0776-34-8334; <watanabe@mainterbroad.or.jp>
Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>
Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>
Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>
Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>
Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>
Hiroshima—Joy Jarman-Walsh; t: 082-878-9931; <jjarman@pent.yasuda-u.ac.jp>; website <http://litcal.yasuda-u.ac.jp/student/jalthiroshima.html>
Hokkaido—Dave Hyre; t: 011-387-7344; <davdhyre@gol.com>; website <www2.crosswinds.net/~hyrejalthokkaido/JALTPage/>
Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; website <www.kasei.ac.jp/JALT/Ibaraki.html>
Iwate—Mary Burkitt; t/f: 019-647-7185; <okiiaka@hotmail.com>
Kagawa—David Juteau; t:0883-53-8844; <davidjuteau@mailcity.com>
Kagoshima—Nick Walters; t: 0996-21-2062; <walterskaori@hotmail.com>; Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>
Kanazawa—Bill Holden; t: 076-229-6140(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>
Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>
Kobe—Brent Jones; t/f: 0797-31-2068; <bjones@gol.com>
Kumamoto—Andrew Shaffer; t: 096-339-1952; <andmirs@try-net.or.jp>; website <www.kyushu.com/jalt/kumamoto.html>
Matsuyama—Linda Kadota; t: 089-931-6211; f: 089-934-9055; <lindak@shinonome.ac.jp>
Miyazaki—Sylvan Payne; t: 0985-85-5931; f: 0985-84-3396; <spayne@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>
Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <nob-shiina@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>



Nagoya—Claire Gelder; t: 052-781-0165; f: 052-781-4334; <claire_gelder@yahoo.com>
Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Robin Nagano; t/f: 0258-47-9810; . <robin@vos.nagaokaut.ac.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Aleda Krause; t: 048-776-0392; <aleda@gol.com>; website <www2.gol.com/users/ljc/omiya.html>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <BXU01356@niftyserve.or.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@gol.com>; website <www.geocities.com/Athens/Aegean/1952/>
Shinshu—Mary Aruga; t: 0266-27-3894; <mmaruga@aol.com>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

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CHANGING THE WAY JAPAN LEARNS ENGLISH

Job Information Center

edited by bettina begole

Don't forget to visit the Job Information Center next month at the conference. For more information, please check your conference supplement, or look at the JALT News column in this issue of TLT.

The Job Information Center has a new email address, <tlt_jic@jalt.org>, which should be much easier to remember. Please use this address to place ads, or to request the job list. You can now also find the JIC jobs listed at <www.jalt.org/jalt_e/main/careers/careers.html>.

To list a position in The Language Teacher, *please email Bettina Begole, Job Information Center, at <tlt_jic@jalt.org> or fax your ad to 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.*

Aichi-ken—Kinjo Gakuin University in Nagoya is looking for part-time English teachers for the 2001-2002 academic year. **Qualifications**: MA in TEFL/TESL, English, or related fields; Japanese university teaching experience preferred; publications. **Application Materials**: signed and dated resume including visa status. **Deadline**: October 20, 2000. **Contact**: Department of English; Kinjo Gakuin University, 2-1723 Omori, Moriyama-ku, Nagoya 463-8521.

Aichi-ken—The Department of British and American Studies of Nanzan University in Nagoya is seeking a full-time associate instructor in the English language to begin April 1, 2001. **Qualifications**: MA in English teaching or a related field; native-speaker competency in English; teaching experience at the university level; publications preferred. **Duties**: teach nine 90-minute classes per week; may be required to coordinate departmental programs; expected to participate in departmental activities and committees; duties regarding the university entrance exams. **Salary & Benefits**: two-year contract with one two-year renewal possible; salary based on experience and qualifications and determined according to university regulations. **Application Materials**: resume with addresses and phone numbers of two references; copy of graduate degree transcript; 500-word essay that outlines teaching philosophy. **Deadline**: ongoing until filled. **Contact**: Professor Sasaki Tsuyoshi, Chairperson; Eibei Gakka, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466-8673.

Chiba-ken—Keiai University is seeking a part-time English instructor to begin April 2001. **Qualifications**: MA in TEFL/TESL or related field and university teaching experience. **Duties**: teach three 90-minute *koma* of English conversation. **Salary and Benefits**: 26,500-31,500 yen per *koma*, depending on experience and education. **Application Materials**: current CV including passport-size photo and a self-addressed, stamped envelope. **Deadline**: October 31, 2000. **Contact**: J. W. Casey; Keiai University, 1-9 Sanno, Sakura-shi, Chiba-ken 285-0807; <casey@kokusai.u-keiai.sakura.ac.jp>.

Hokkaido—The School of International Cultural Relations at Hokkaido Tokai University in Sapporo is seeking full-time lecturers or associate professors of English. **Qualifications**: MA or higher degree in applied linguistics, communication theories, or English language studies. **Duties**: teach classes in communication, theories of language communication, seminars; graduation theses, English and other subjects that may be requested by the university. **Salary & Benefits**: based on scale of Tokai University educational system. **Application Materials**: CV with attached photo and including date of birth; copies of official transcripts of university work; list of publications with the contents briefly described; written statement for future plans while in the position described above (1000 words or less); brief statement on the role of university education. Send by registered mail and indicate in red on the envelope "Application for faculty position." Documents submitted will not be returned. **Deadline**: October 10, 2000. **Contact**: Professor Endo Takashi, Chair; School of International Cultural Relations, Hokkaido Tokai University, 5-1-1-1 Minamisawa, Minami-ku, Sapporo 005-8601; f: 011-571-7879; <endo@dj.htokai.ac.jp>.

Ishikawa-ken—Hokuriku Gakuin Junior College, a Christian college in Kanazawa, is seeking candidates for a full-time EFL teaching position to begin April 2001. **Qualifications**: native-speaker competency in North American English; MA in TESL/TEFL, applied linguistics, or related field; two years experience in TESL/TEFL at the college level in Japan; ability to adapt to cross-cultural environment; intermediate Japanese conversation ability; international or Japanese driver's license; current resident of Japan. Basic computer skills and musical ability are also desirable. **Duties**: teach fifteen to eighteen 45-minute classes per week. In addition to teaching courses such as conversation and composition, teachers help with department events, serve on committees, and perform assigned administrative duties. Teachers are also occasionally expected to help teach classes at related institutions (kindergartens, etc.). Working hours are typically 8:15 to 4:35. **Salary & Benefits**: one-year contract, renewable subject to performance and budget; salary is based on Japanese faculty scale. Housing, return airfare to home country upon completion of contract, subsidized health/dental insurance, paid holidays, completion bonus, travel allowance, paid vacation, relocation allowance, and research allowance are provided. **Application Materials:** CV/resume; letter of introduction including information about what the Christian faith means to the applicant and why they want to work at a Christian college; photo; and three letters of recommendation. **Contact:** Marie Clapsaddle; Hokuriku Gakuin Junior College, 11 Mitsukoji-machi, Kanazawa-shi, Ishikawa-ken 920-1396; <marie@hokurikugakuin.ac.jp>. **Other information:** Only applicants considered suitable for the position will be contacted.

Kanagawa-ken—Keio Shonan-Fujisawa Junior and Senior High School in Fujisawa-shi, the newest secondary school associated with Keio University, is seeking applicants for two full-time teaching positions in the English department to begin April 1, 2001. **Qualifications:** native-speaker competency in English; MA in TESOL or related field; junior/senior high school experience, particularly in Japan, an advantage; conversational Japanese an advantage. **Duties:** teach 18 hours per week; share typical homeroom responsibilities with a Japanese partner; assess students in accordance with school guidelines; participate in all school events and supervise students during school trips, etc.; play an active role in departmental functions such as curriculum development, test writing, coordination of exchange programs, etc. Full-time staff work five days a week, with Sunday and one other day off. **Salary & Benefits:** based on age/qualifications, and year of graduation; commuting allowance, annual book allowance; optional health insurance plan; furnished apartments close to school available for rent with no key money. Annual contract renewable for up to three years. **Application Materials:** cover letter; CV; transcripts from all post-secondary schools attended; details of publications and presentations, if any; at least one letter of recommendation from a recent employer and/or professor in TESOL. **Deadline:** application materials to arrive by post by October 20, 2000. **Contact:** Mr. Tanabe Takumi; English Department, Keio Shonan-Fujisawa Junior & Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa-ken 252-0816; t: 0466-47-5111; f: 0466-47-5078; <takumi@sfc-js.keio.ac.jp>. **Other information:** Graduates of SFC Junior and Senior High School go on to Keio University, and more than two-fifths of the student body have lived abroad for extended periods. Many students already speak English or other languages. The school provides training in computing, language, and intercultural communication in an effort to equip the students for active roles in the global community.

Niigata-ken—The International University of Japan (IUJ), a fully English-medium graduate institution, is looking for temporary English-language instructors to teach in its intensive English Program in Yamato-machi in 2001. The program is nine weeks long: eight days of orientation and debriefing, and eight weeks teaching. The program dates have yet to be finalized, but will probably run mid-July to mid-September. **Qualifications:** MA or equivalent in TESL/TEFL or related field; experience with EAP, intermediate students and intensive programs highly desirable; experience with programs in international relations, international management, or cross-cultural communication helpful; familiarity with Windows computers required. **Duties:** teach intermediate-level graduate students up to 16 hours per week; assist in testing and materials preparation; attend meetings; write short student reports; participate in extra-curricular activities. **Salary & Benefits:** 850,000 yen gross salary; free apartment-style accommodation provided on or near campus; transportation costs refunded soon after arrival; no health insurance provided. **Application Materials:** CV and cover letter; no email applications will be accepted. **Deadline:** October 27, 2000. Successful applicants will be invited to interview at the JALT 2000 conference in Shizuoka or in Tokyo in February 2001. **Contact:** Nakajima Mitsuko, IEP Administrative Coordinator; IUJ, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-7277.

Tokyo-to—The Faculty of Socio-information and Communicative Studies at Seijo University is seeking a full-time lecturer, associate professor, or professor of English education to begin April 1, 2002. **Qualifications:** PhD/DPhil or an MA with more than six years research experience; teaching experience, preferably at university level; Japanese ability sufficient for participation in faculty meetings and committees. **Duties:** teach English according to the department curriculum; administrative duties. **Salary & Benefits:** salary dependent on formal education, years of teaching experience, and age according to Seijo Gakuen wage scale; health insurance and pension plans available through the Mutual Association of Private Schools. **Application Materials:** CV with a current personal photo; certified copy of highest degree; list of research publications; copies of the three most significant publications (If the publication is a large book, send copies of the title page, table of contents, and about 20 pages. If you are a co-author, follow these instructions and send the pages you contributed.); two references, with at least one in Japan, and preferably a Japanese person; report of teaching experience during the last three years, limited to three pages, and including the names of subjects taught, teaching method, main texts and teaching materials used, and description of class management or goals; trial syllabus for a freshman course, limited to five pages, based on the following description: fifteen weeks in a semester, 200 students for each academic year divided into classes of approximately 20 students, 45-minute unit with two units taught in a 90-minute class with a five-minute break between units, units to be repeated three times a week and taught in conjunction with one or two other teachers. Please limit all documents to A4 paper, printed on one side only. Documents will not be returned. **Deadline:** October 31, 2000. **Contact:** Faculty of Socio-information and Communication Studies; Seijo University, 6-1-20 Seijo, Setagaya-ku, Tokyo 157-8511; t: 03-3482-2101; <info@seijo.ac.jp>,<jyunbi@seijo.ac.jp>.

Tokyo-to—The Faculty of Economics at Daito Bunka University is seeking two English-speaking contract lecturers to begin in April 2001. **Qualifications:** MA in TEFL, TESL, economics, or related area. **Duties:** five-day attendance in office (mainly on Higashimatsuyama campus in Saitama) per week; teach eight 90-minute English lessons per week; assist with testing and curriculum planning; advise on exchange programs; other engagements related to English teaching. **Salary & Benefits:** gross annual salary between 3,500,000-4,400,000 yen, depending on experience and education, with annual salary increase scheduled; Japanese health insurance; two-year contract with two one-year extensions possible. **Application Materials:** resume, publications, reference(s), photo, cover letter. Please write "Application for the post in the Faculty of Economics" on the envelope. **Deadline:** October 31, 2000. **Contact:** Norio Yoshida, Dean; Faculty of Economics, Daito Bunka University, 1-9-1 Takashimadaira, Itabashi, Tokyo 175-8571; t: 03-5399-7326; f: 03-5399-7342.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** resident in Japan, with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; one-year university English teaching experience. **Duties:** classroom activities include teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project. Publications, experience with presentations, and familiarity with email are assets. **Salary & Benefits:** comparable to other universities in the Tokyo area. **Application Materials:** apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline:**

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ongoing. **Contact:** PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org> and view them online on JALT's homepage (address below).

Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

差別に関する
The Language Teacher Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。（例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。）これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a ***paragraph format*** *and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor.*

Calls for Papers (in order of deadlines)

CUE 2001: The Second Annual CUE Conference—The CUE 2001 conference will be held on May 12-13, 2001 at Miho Kenshukan of Tokai University in Shimizu City, Shizuoka. The conference theme is "Autonomy: a two-day exploration into how learner and teacher autonomy is developing and how we can help it to develop." Examples of questions to be explored are: Is autonomy a natural development of human thinking, a human right, a culturally loaded question, an overblown ideology? What techniques, methods, materials and ideas can we use to enable ourselves and our students develop their own sense of autonomy? One-hour papers, demonstrations, workshops and roundtable discussions from both theoretical and practical perspectives are sought as well as proposals for a limited number of two-hour sessions. The deadline for proposals is **January 25, 2001**. Information: <www.wilde.org/cue/conferences/autonomy.html> or <http://www.wild-e.org/cue/conferences/content.html>. Contact: Alan Mackenzie <asm@typhoon.co.jp> or Eamon McCafferty <eamon@gol.com>. Those wishing to submit a proposal specifically aimed at Japanese teachers of English, please refer inquiries in Japanese or English to Goshi Masahiko <goshi@scc.u-tokai.ac.jp>.

The Pan Asia Consortium (PAC) Journal is seeking four to five articles focused on *Action Research* as it is conducted and applied in the Japanese EFL teaching context. Papers should include: (1) A statement of the problem including the context and the participants. Why was this a problem? The problem should not be too broad and should be located in teaching. (2) A brief review of the literature—all the recent movers and shakers in the area should be included that address the problem only! (3) A method to solve the problem—outlined in detail—what method, why this method, where did it come from, etc. (4) Result—what was the outcome—details. (5) Action—this last cycle is sometimes left out of AR projects but should be included: A comparison of #1 and #4 above—what will the teacher do now and in the

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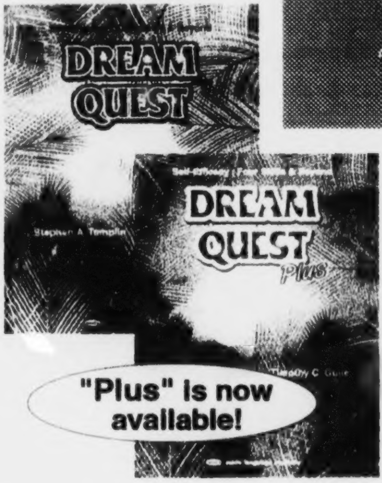

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future? Will he/she incorporate the new result (#4) or will he/she stick with the original method (or whatever)? Submission deadline: **November 30, 2000**. Information: <www.jalt.org>.

TLT Japan's Meritocratic Education Special Issue—A special issue of *The Language Teacher* is scheduled for publication in November 2001. This special issue will analyse whether Japan's education system, being historically based on merit (i.e., that entrance into universities has traditionally been decided exclusively by students' entrance examination scores), is in need of qualitative reform. The editor encourages papers which examine this method of selection and other issues of social responsibility stemming from it (e.g., ranking schools, *juku, ijime*), thereby providing useful insight into the education system teachers are working in, which might in turn promote more socially aware classrooms. Submissions, in either English or Japanese (if possible, please include an abstract in English), of feature, opinion and perspective articles investigating these or related issues are especially invited. Please submit your manuscripts by **February 1, 2001**. Send submissions and enquiries to: Kent Hill; Hikone-so 202, Tokiwa-cho 3461-1, Machida-shi, Tokyo 194-0213; t/f: 042-798-1599; <kentokun@twics.com>.

Papers and New Members: JALA—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May of 2001). JALA is a professional association for the study of the interrelationship of people, language and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. Information: <www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html> (Japanese) or <kyushu.com/jala> (English).

Essay Collection—What is it like for native speakers to profess English in Japan? A proposed collection of essays aims to gather a wide number of individual examples across many different organizational and institutional sites. Some issues that might be addressed include reasons for teaching in Japan and their relationship to teaching, the assumptions held prior to arrival and the approaches to the realities subsequently encountered, and the nature of English in Japan. Contributions should be twenty to thirty pages, double-spaced, clear, and follow the conventions of the personal essay. The purpose of the collection will not be practical, but instead personal, as well as theoretical. For more information, contact: Eva Bueno; <evapbueno@yahoo.com> or Terry Caesar; <caesar@mwu.mukogawa-u.ac.jp>: English Department, Mukogawa Women's University, 6-46 Ikebiraki-cho, Nishinomiya 663-8558.

Other Announcements

CUE Conference Proceedings & Publications Swap—The Proceedings of the CUE (College & University Educators) Conference 2000 on Content and Language Education will be released at JALT 2000. The ¥2500 purchase price is waived for CUE members and for those who attended the CUE conference. Please pick up your copy in person or by proxy at the CUE desk. Otherwise, please send a S.A.E. to Eamon McCafferty (<eamon@gol.com> for details). JALT non-CUE members will receive a ¥500 discount at JALT2000. **Publication Swap:** CUE members are encouraged to share offprints of in-house articles, etc. with other members at JALT2000. Either drop off your copies at the CUE desk or post in advance to Eamon McCafferty, Rupinasu 201, Utouzaka 439-52, Shimizu, Shizuoka 424-0873.

TESOL Online Career Center—Debuting in the fall of 2000 and featuring job listings from around the globe, career resources, and much more, it will be *the* career site devoted to TESOL professionals. We are very excited about this project and the opportunity to better serve our members. Stay posted at <www.tesol.edu>.

Staff Recruitment—The Language Teacher needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT 以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

Staff List

JALT Publications Board Chair — *Gene van Troyer*
t/f: 0582-79-4050; pubchair@jalt.org

Immediate Past Editor — *Bill Lee*
Faculty of Regional Studies, Gifu University,
1-1 Yanagido, Gifu 501-1193; f: 058-293-3118;
wmlee@cc.gifu-u.ac.jp

Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30
Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57;
f: 0948-24-8591; tlt_ed@jalt.org

Associate Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-883-5022, f: 093-884-3400 (w); tlt_sub@jalt.org

Japanese-Language Editor — *衣川隆生 (Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — *小野正樹 (Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

***TLT* Online Editor** — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156
(w); f: 011-513-7505 (w); tlt_web@jalt.org

COLUMN EDITORS

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki
University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Scott Gardner*
t/f: 086-281-9105; tlt_ms@jalt.org

Book Reviews — *Katharine Isbell*
Miyazaki International College, 1405 Kano, Kiyotake-cho,
Miyazaki-gun 889-1605;
t: 0985-85-5931 (w); f: 0985-84-3396 (w); tlt_br@jalt.org

Publishers' Review Copies Liaison — *Angela Ota*
West Park Communication Services, Funakoshi 957-6,
Gosen-shi, Niigata 959-1805; t: 0250-41-1104; f: 0250-41-1226; tlt_pr@jalt.org

Letters — *Malcolm Swanson (See Editor) & Koarai Mikiya*
t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

Bulletin Board — *Brian Cullen & Saito Makiko*
Brian Cullen: Shoken 2-1-15-10001, Chikusa-ku, Nagoya
464-0082
English: tlt_bb@jalt.org; 日本語: chip621@aol.com

SIG Focus — *Aleda Krause*
t: 048-776-0392; f: 048-776-7952; tlt_sf@jalt.org

SIG Reports — *Robert Long*
t: 093-883-5022; f: 093-884-3400 (w); tlt_sig@jalt.org

Chapter Reports — *Diane Pelyk & Nagano Yoshiko*
Renace Beppu 102, 6 Kumi, Ogura, Beppu, Oita
t/f: 0977-6690 English: tlt_chre@jalt.org
日本語: nagano97@pop.wa2.so-net.or.jp

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015;
t/f: 045-822-6623 (w); tlt_chmt@jalt.org

JALT News — *Amy Hawley & Sugino Toshiko*
Amy Hawley: 205 Summer House, 91-2 Zenzamachi
Shizuoka-shi, Shizuoka-ken 420-0842
t/f: 054-248-5090; tlt_news@jalt.org
Sugino Toshiko: sugino@cc.nda.ac.jp

JALT2000 News — *L. Dennis Woolbright*
t/f: 093-583-5526; tlt_conf@jalt.org

Conference Calendar — *Lynne Roecklein*
Faculty of Regional Studies, Gifu
University, 1-1 Yanagido, Gifu 501-1193;
t: 058-293-3096 (w); f: 058-293-3118 (w); tlt_cc@jalt.org

Job Information Center/Positions — *Bettina Begole*
436 Kuwabara, Aoya-cho, Ketaka-gun,
Tottori 689-0529; tlt_jic@jalt.org

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Net Nuggets — *Larry Davies*, Future University, Hakodate; tlt_nrt@jalt.org

Working Papers — *Joseph Tomei*, Kumamoto Gakuen University, Faculty of Foreign Languages, Oe 2-chome 5-1, Kumamoto 862-8680; t: 096-364-5161 (ext. 1410) (w); f: 096-372-0702 (w); jtomei@kumagaku.ac.jp

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Foreign Language Center, Univ. of Tsukuba,
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tlt_psg@jalt.org
Members: *Andy Barfield, Wayne K. Johnson, Wilma Luth, Jill Robbins, Sandra Smith, Craig Sower*

和文要旨作成協力者 — 阿部恵美佳
(Japanese abstracts — *Abe Emika*)

PRODUCTION

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f: 03-3837-1631; jalt@gol.com

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2, participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publish exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthl bi-monthly basis in each JALT chapter, and **Special Interest Groups, SIGs**, disseminate information on areas of sp interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kaga Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niig Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tok Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Lang Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professional Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Vi Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Educat (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Resea Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Membersh** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to t individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Membersh** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publicatio provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the po money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Po Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、ロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もし隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについて究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対す。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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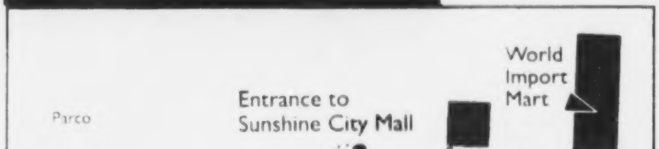
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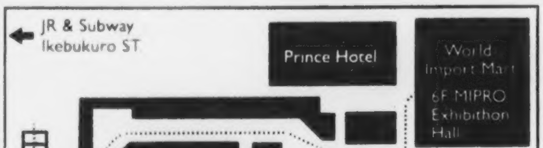
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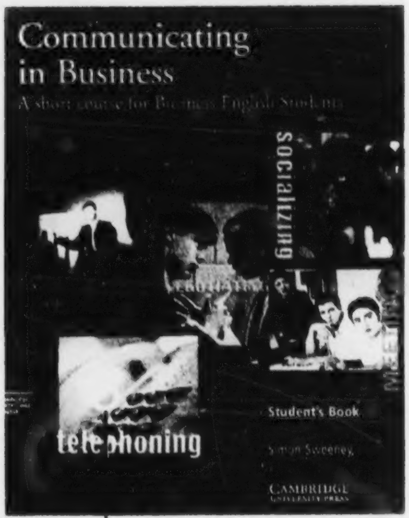
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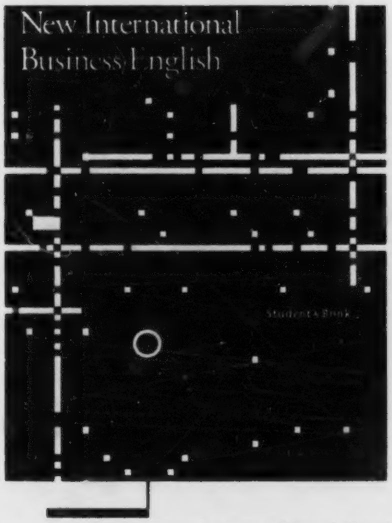
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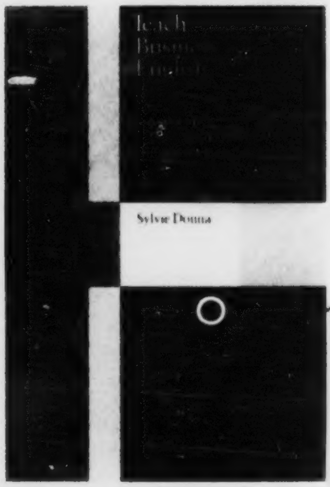
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Roll out the balloons, streamers, and whistles! It's that time of year again when the JALT Conference Circus rolls into some unsuspecting city, filling the streets with lost souls searching out the hottest bars or best nomihoudai deals. This year, of course, we're fortunate to be meeting in the stunning Granship Convention Centre in Shizuoka, and site chair, David Neill and programme co-chairs, Robert Long and Keith Lane are promising us four days of the very best in presentations and events.

But the conference is always much more than that. It's our one chance in a year to put faces to names. "Oh you're Malcolm Swanson! Funny, I always pictured you as young and black!" was my pick-of-the-bunch last year! It's also a time to reinvigorate our interest in and commitment to our teaching, and to all the various facets of JALT that we pour our volunteer spirit into. In the midst of all this buzz, TLT will, as always, be there for you. First, of course, we'll be helping run the Publications Table, so drop by to chat if you have a moment. We'll also be participating in a workshop on Getting Published in JALT on Friday at 12:15 in Room 908.

And, to fill in those blank moments when you're travelling to Shizuoka, or stuck, heaven forbid, in the "Presentation from Hell," we've filled this month's *TLT* issue with a wide variety of articles and opinion pieces. See you there!

Malcolm Swanson
TLT Editor
<tlt_ed@jalt.org>

JALT年次大会の季節が今年もやってきました。今年も静岡県コンベンションアーツセンターにて会することができ、そこで素晴らしい4日間のプレゼンテーションとイベントに参加することができると、サイトチェアーのDavid Neill、企画担当副理事のRobert LongとKeith Laneも確約してくれています。

しかし、年次大会は常にそれ以上のものを提供してくれます。顔と名前を一致させる年に一度のチャンスでもあります。去年もこう言われたものです。「あなたがMalcolm Swanson! もっと若いと思っていたよ。」また、教育や私たちがボランティア精神を注いでいるJALTのさまざまな側面に対する私たちの興味と参加意識を再度活性化させてくれる機会でもあります。このような忙しさの中でも、TLTは変わらずあなたの側にあります。まず、パブリケーションズ・テーブルの運営をサポートします。時間があれば、ぜひお立ち寄りください。また、金曜日の12時15分から908室で行われる"Getting Published in JALT"のワークショップにも参加します。

そして、静岡を旅行されるときの空き時間を埋められるように、今月号のTLTでは、さまざまな分野の記事とopinionを満載しています。静岡でお会いしましょう。

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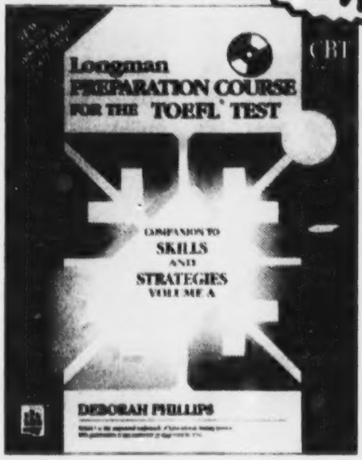

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PAC3 at JALT2001

November, 2000 Update

"2001? Hey, that's still a year away, right?"

Yes, but we wanted to remind you that it's just 12 months away from JALT's biggest ever event—the third Pacific Asian Conference, combined with JALT2001. Not only will we be running our regular conference, but we'll also be hosting representatives from Thai TESOL, Korea TESOL, the English Teaching Association of the Republic of China (ETA-ROC) and many other countries!

Last year, PAC2 in Korea saw an exciting range of presentations and events with a truly pan-Asian flavour. Next year in Kitakyushu, Japan promises to be just as enticing. Watch this space in TLT each month for more news on PAC3 at JALT2001!

"So, when is it?"

The conference will run from November 22 to 25 at the Kitakyushu International Conference Centre in Kitakyushu City, Fukuoka Prefecture.

"Kitakyushu? That's kind of far away isn't it?"

Kitakyushu was chosen for a variety of reasons. Firstly, it is one of the closest cities to the rest of Asia, so serves as a convenient hub for all participants. Secondly, it has a superb infrastructure of conference facilities, accommodation, and transportation. Thirdly, and very importantly, the local JALT people are a warm, committed crowd who will do everything they can to make this a truly memorable event!

Meet Mr. Hebaru of the **Kitakyushu International Convention Centre**. He's one of the many local officials working to bring **PAC3 at JALT2001** to the city. He's also a *really* nice guy! He told us, "Our facility is the perfect place for such a conference! It's a mere 5 minutes walk on a covered walkway from the Shinkansen station, the bus centre, hotels, restaurants, shops, and the night district. We have everything you need, right here! We're very excited about hosting **PAC3 at JALT2001**!"

Getting there is so easy. Shinkansen trains run regularly, and they all stop at Kokura Station, making it less than 5 hours from the centre of Tokyo to the conference site! By plane, there is a choice of either Fukuoka or Kitakyushu airports, then it's a short train or bus ride right to the site. And remember, Kyushu folk have been making their way north for years, and we're looking forward to being able to reciprocate all the hospitality we've received over the years!

PAC3 at JALT2001 Important Dates

...Conference Days...

November 22 Workshops November 23~25 Conference

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January 15, 2001

see enclosed Call for Papers, or go to <www.jalt.org/jalt2001/submissions>

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Relativism vs. Universalism: A Hoax?

Trevor Sargent

Response to Relativism and Universalism—Opposing Views of Education for Internationalization; Joseph Shaules, Inoue Aiko; *TLT*, May 2000

Shaules and Inoue (TLT, May 2000) try to show that there are two opposing views of education for internationalization, called Relativism and Universalism, represented by Intercultural Communication (IC) and World Citizenship (WC) respectively. I see little merit in this.

Why, for example, do Shaules and Inoue couch their preamble discussion of the similarities/differences issue in such a way that readers must choose between them as if they are mutually exclusive polar opposites in a dichotomy. ("The answer to this question can be divided into two opposing viewpoints" p. 14) when they are addressed in IC (Hofstede, 1984, p. 34) as interdependent terms, consistent with a continuum? They acknowledge that "both common ground for understanding, and respect for difference" (p. 13) are important, yet deliberately pose their question at the bottom of page 13, in defiance of reality, in a way that does not allow it to be answered in the only reasonable way possible—"An understanding of BOTH similarities AND differences are necessary." What happened to this all-but-ubiquitous middle ground?

They then create a juxtaposition of "Universalists" and "Relativists," that equally defies reality by inexplicably utilizing Bennet's (1993) developmental model of intercultural sensitivity. This ignores the more obvious and well-documented connection between the similarities/differences issue, and universals-like "general polycultural classification schemes" (Hofstede, 1984, p.33) and "cultural relativity," (Hofstede, 1997, p. 7). Thus, Shaules and Inoue neatly substitute the genuine issue with a morphologically similar, yet semantically different one. Crucially, unlike the similarities/differences-related issue common in IC, Bennet's universals-related term is *developmentally inferior* to his relativity-related term. This allows for their finest reality-defying move, which essentially presents the similarities/differences issue as inescapably, an either/or choice between the inherently superior "differences" option and the inherently inferior "similarities" option! Whoa! Their sole justification is "we believe…" (p. 14) this to be so. They quite pointedly claim the superior option ("differences," and by inexplicable extension—ethnorelativity) they conjured up for themselves, and vainly attempt to foist the inferior one ("similarities," and equally inexplicably—ethnocentric universalism) onto WC. Are Shaules and Inoue really this extremist, and elitist?

In the real world, the exclusive focus on cultural differences and its associated extreme relativist view find little support. Kale (1991) explains that a strict interpretation of cultural relativity suggests "that it was proper for Hitler to murder six million innocent people since the German people did nothing to stop it" (p. 422). Not surprisingly, it is *moderate* cultural relativism that is widely accepted in IC. This also allows for comparison between cultures on the basis of "general polycultural classification schemes" and the discussion of human universals (Hofstede, 1984, p. 33; Hofstede, 1997, p. 5-6). It is in the middle ground that IC is flourishing, not the extremities. Thus, how do Shaules and Inoue justify claiming Hofstede, and indeed all IC, reside exclusively under a relativity-related label and not under a universals-related label as well, given *both* are meaningfully discussed *within IC itself*?

If the authors do indeed consider themselves to be highly developed, superior "ethnorelativists" in Bennet's sense and not strict "cultural relativists" in the IC sense, what is the connection between this and the similarities/differences issue, which is logically connected to the latter, not the former?

Just what, was the purpose of this article? To present Bennet's model as a candidate for education for internationalization? If so, why not simply do that? Regrettably, all the foregoing hoopla only detracts from this single point of merit. In principle, I am supportive of this idea, but hardly for the reasons the authors suggest. The significant merit of a model such as Bennet's, in this context, is its phenomenological basis in contrast to the ideological basis of WC. Why didn't the authors acknowledge this obvious and important difference?

Or did the authors go to the trouble of creating this reality-defying framework as a means of labeling WC authors as "Universalists" in Bennet's sense? This is of course undeniably insulting as Bennet explicitly coins this term to describe a comparatively less enlightened—cognitively, affectively, and behaviorally—ethnocentric state, that precedes the more enlightened ethnorelative state. If indeed this was their purpose, their muddled framework fails miserably to do it for them. Even worse, Shaules and Inoue make assumptions about what certain WC authors wrote and then rely entirely on their own assumptions to support their insinuations about them! Essentially,

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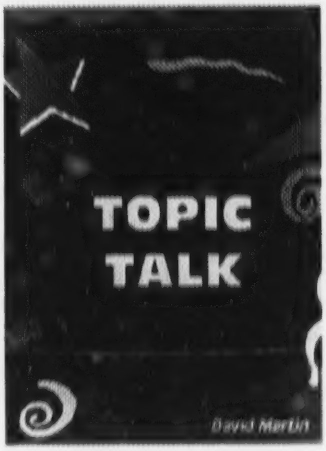

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"universalism" in Bennet's sense describes an individual's psychological state. Surely, at a minimum, before asserting, *in print*, that anyone exhibits this comparatively inferior, immature state of mind, much more substantial evidence than the mere personal conjecture of self-proclaimed "experts," however highly developed they may regard themselves, must be produced.

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Readers interested in a more detailed version please contact the author at <tsargent@fed.tottori-u.ac.jp>

Response: Over a Beer

Joseph Shaules, Rikkyo University

We are encouraged that our article has invited such a spirited response. We hope that the debate about the role of cultural learning in the language classroom will continue.

Trevor Sargent's criticisms notwithstanding, we continue to believe that the field of intercultural communication tends to focus on cultural difference rather than similarity. It is the existence and importance of cultural difference which makes the study of intercultural communication meaningful. After all, cultural similarity doesn't create barriers to communication and understanding (though a lack of recognizing similarity might). Our purpose was not to imply that researchers in the field of IC do not recognize cultural similarity or cultural universals, nor to say that the field of IC is dominated by extreme relativists. We are somewhat puzzled by Sargent taking such strong exception to what seems to us a very straightforward point.

We also believe that World Citizenship (WC) education, at least as described in the special issue of TLT (Feb 1999), has goals which explicitly emphasize cultural universals. We think that it does so in a way which makes the role of learning about cultural difference subordinate. As we stated in the article, we feel that this distinction is important. Our purpose in making the admittedly artificial distinction between these two positions is not to force readers to choose, or to 'defy reality', but simply to emphasize the importance of thinking clearly about what the goals of intercultural education are. As we stated in the article, we believe that an understanding of both similarities and difference is important in intercultural education.

We agree with Sargent that a strength of Bennett's model is its phenomenological base. Still, the goal of Bennett's model is a cognitive and functional ethnorelativism (as opposed to the moral relativism Sargent refers to). Sargent seems to feel that we are insulting universalistic thinking by proposing this educational model. As we explained in our article, however, we feel Bennett's model is useful precisely because it gives us a framework for including both similarity and difference in intercultural education. We would be happy to hear Sargent's ideas for other educational models which he feels would be better than Bennett's.

Sargent takes us to task for 'assumptions' and 'insinuations'. From what he has written, however, we can't tell precisely what this is in reference to. We did refer to an article in *TLT* which states that Japanese need to 'overcome' their culture to become international. We gave the opinion that this particular statement was ethnocentric. We included this as an example of one danger of educational goals which stress universalistic thinking. Sargent was not the author of the statement we referred to, but if our opinion has caused offense to him or others, we are sorry. Our opinion about this issue hasn't changed.

We hope to further dialogue about intercultural education in language teaching. We were surprised to be characterized as 'extremists', 'elitist', and 'self-proclaimed experts' whose ideas are 'hoopla'. We are convinced, however, that given the right circumstance—over a beer perhaps—that we could find much common ground with Mr. Sargent. We find it unfortunate that he finds so little of value in our point of view.

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Opinions & Perspectives

JALT as a Movable Feast

Joe Tomei, National Director of Membership

Though it's always difficult to prove cause and effect, I would suggest that the blossoming of the Opinions and Perspectives columns has gone some distance in making the JALT EXBO mailing list much calmer, in large part because of thoughtful pieces by Tim Knowles, Jim Swan and most recently, Charles Jannuzi. I'd like to take up Jannuzi's discussion of a menu membership because I feel that there is a dimension lacking in his discussion, but I hope that I can equal the thoughtfulness of the previous pieces.

I have corresponded with Charles both privately and on EXBO and expressed my appreciation and support for many of his ideas, even though, on some things, we disagree quite strongly. I have tried to incorporate some of his ideas in positions that I have presented, and I remain sincerely disappointed that he has not been a part of JALT since the beginning of this year, though he continues to do a yeoman's service for JALT as a non-JALT member in the FL Literacy SIG.

To recap, responding to Jim Swan's suggestion that 'the general consensus [on the membership option] seems to be that it would be very difficult to implement this proposal without substantial risks to chapters, or to other JALT institutions, such as JALT publications', Jannuzi argues that a menu option represents a way forward for JALT as an organization. But, while I agree with some of the points he makes, I feel that he is wrong on the menu option for reasons which I will try to outline.

The first reason that I think a menu option is problematic is because it represents the 'tyranny of the majority' that may not actually exist. As an example, the JALT Journal is often claimed to be a financial drain on the organization that should therefore be jettisoned. However, a number of people, people who devote significant volunteer time and effort to many other facets of the organization, feel that any academic organization worth its salt has to have a research publication with high standards, even if it may not appeal to the majority of the membership. Given JALT's diversity, this becomes a huge problem. Individual parts of JALT could disappear, and leading members not participate, thus impinging on other parts of the organization. Tim Knowles pointed out that the chapter system of JALT is rarely found in professional organizations and is, in his words, 'well worth preserving', yet certainly chapter meetings are not attended by a majority of the members. Other JALT members have argued, including Jannuzi, that a monthly *TLT* represents an excessive commitment on the part of JALT. Is the idea that a popularity contest, with the winner surviving and the losers told that they just didn't appeal to the membership really the way that we want to decide what JALT should or should not be? Jannuzi suggests that 'We [the JALT leadership?] don't really care what the membership thinks, at least not to the extent of finding out by letting them have some say in the matter.' But the way of finding out would not be through discussion, but through seeing who pays for what. I'm generally an optimistic person, but a year as a National Officer has led me to believe that we would see arguments within JALT that would make previous ones look like lovefests. And being a current part of that 'leadership' of JALT (a phrase which implies a unity of purpose that is difficult to discern), one thing I know we do share is the goal of wanting to broker compromises. To hand the membership a list that they check off, like a Chinese menu, is not leadership, it's the abdication of leadership.

The second reason that the menu option is problematic is that it would set unbreakable financial parameters on the parts of the organization. Some might say that this is just what JALT needs, but consider for a moment the disposition of chapters in Jannuzi's version of a menu option plan. He suggests that 5,000 yen be the basic membership to JALT, and an additional 2,500 yen would allow one to be listed in a chapter or a SIG. Many chapter representatives (who comprise the bulk of the Executive Board, I should note) have given the minimum figure to run a chapter as 180,000 yen. For a chapter to be viable, it would need 72 members, a figure which is greater than the majority of currently constituted chapters. Since the Executive Board has historically been composed of representatives of chapters, we would have to devise a completely new way of representation.

Furthermore, this arrangement would be very tenuous. As I noted, Jannuzi does a huge amount of work for the FLL SIG. If he were to leave, it is not certain that there would be a person to assume the workload that he does. What happens to those SIG members? Would we see in the ebb and flow of groups represented the vagaries of finding people willing to devote the time and effort to these groups?

What is lost in all these discussions is the fact that JALT 'lost its way' not because of a drop in membership, but because we didn't know how good we had it. (In fairness to us, the rest of Japan also labored under the same illusion.) Seven or eight years ago, there was a lottery system for allocating ads in the

TLT(!) and there was never any question that we would turn a large profit on the conference. Now, we find associate members merging and reducing advertising budgets, people counting their yen and having to make hard decisions about attending not only conferences, but also how much time and effort they can put into JALT. As computers drop in price, associate members can develop their own mailing list databases, making the number of members in JALT irrelevant. Many of those same associate members have begun putting on their own events where they can avoid competing with other publishers and sell direct to a captive audience, reducing the revenue at our annual conference.

In all this, revenue from individual memberships has not declined. At our peak, we had 4,000 members paying 7,000 yen each, which was 28 million yen a year. We now have about 2,900 paying an average of 9,500 yen (factoring in group and student memberships), which is 27.5 million. It's clear that any rise in membership accomplished by a menu plan of reduced prices would leave us with less revenue than we have now that would only be offset by losing parts of JALT. A basic membership in a National JALT may leave us financially solvent with nothing to spend the money on.

The way out, as I see it, is decentralizing JALT and developing multiple networks. We see this trend in mini-conferences co-sponsored by SIGs and urban chapters. We can also see this in presentation tours which lower costs to chapters but enhance chapter meetings. I have suggested (following Jannuzi) that we try to fold in one SIG membership into the cost of a membership in order to increase the critical mass of those SIGs, but SIGs are hesitant without some guarantee that they would recoup the monies lost. However, we certainly can't undertake something like this by fiat. The new reserve scheme, which sets aside money for JALT groups to submit proposals for projects that would either bring in new members or meet the needs of current ones is one way of trying to work around this, but we can't simply conjure that money out of thin air. Many people who work on the National level are trying to squeeze as much blood out of the stone as possible by not accepting conference or membership reimbursement as well as looking for new ways to finance JALT. We are doing this so that we can pump this money back into JALT, not so that we can argue over where the money should go.

But thinking that it is only people working on the national level who can or should do something about JALT is just like thinking that people on the national level need to come up with a menu membership so that everyone can choose what they want. It's important to realize that what JALT needs most are people willing to take on a project and see it through. To return to my title, JALT is a movable feast, and the energy and excitement of JALT derive not from balanced budgets and making sure that JALT is furnishing exactly what its members want at a price that they are willing to pay, but in providing an outlet for the expertise and volunteer energy that our members have.

Below is a short list of things that you can do to help JALT.

- take advantage of the 5 years for 4 membership option
- join a SIG
- take a leadership position in a chapter or a SIG
- go to a chapter meeting
- help publicize a chapter meeting
- look for lower cost alternatives for meeting facilities and advertising
- take advantage of email and fax for publicizing JALT events
- make a presentation
- attend the National Conference (and catch a Special Workshop)
- see if your chapter can take advantage of the language school membership
- organize a group membership
- take advantage of the chapter-sponsored presentations to entice a new person to the conference
- sign up and participate in the JALT email lists
- put a link to the JALT site on your web page
- use chapter funds to sponsor a person to the conference in exchange for presenting at a chapter meeting
- contact someone through JALT
- make contact with AJETs and tell them about the AJET package for the conference
- volunteer for the conference
- encourage a colleague to make a submission to the *TLT* or the *JALT Journal*
- volunteer to work with the peer editing group at the *TLT*
- visit the JALT web site regularly and send comments and suggestions
- know who JALT's associate members are and let them know that you appreciate their support
- help us to bring in more associate members
- volunteer to work on the business side of JALT
- plan an event with another chapter or SIG

If you have any questions about these suggestions or if you want to get involved, please contact me at <memchair@jalt.org>. I'd love to hear from you.

Teaching the Test Takers

John Smith, GEOS, Fukuoka

We have all discovered or observed the near futility of listen-and-repeat teaching methods in the classroom yet, for some reason, this how we continually teach English test classes. If we cannot expect students to overcome language obstacles through constant drill work devoid of production or experiment, then how can we expect them to pass a test that is purposefully designed to exploit their weaknesses as overly *mechanicalized* students? Obviously, our teaching methods must change in order to exploit the test rather than the other way around. Thus, I will examine two aspects of the TOEFL test that are of particular difficulty for drill-happy students, and discuss classroom approaches that better prepare students for the test.

First and foremost, it is imperative that students understand that ETS, the company that writes TOEFL, seemingly does not want them to pass the exam, and they will employ a variety of underhanded methods to prevent them from doing so. They purposefully write confusing, ambiguous, and unnatural questions to trick students. They throw in a multitude of red herring answers and loaded questions to lead the average student astray. The passages and listening sections are culturally biased and abstract thus, students are unable to draw on previous knowledge to answer a question. They even utilize words that your average native speaker does not understand.

Why would they stoop to such low criteria of evaluation to challenge our students? They do so because ETS knows that English teachers are teaching the language of the TOEFL test and not the English language. In order to *best* prepare for the test, TOEFL students often resort to studying *exam English* as opposed to English as a means of communication. This TOEFL interlanguage in turn becomes a crutch in their ability to confront and interpret untaught phrases and grammar. It is important that the student realizes that this test is designed to kick that crutch out from underneath them. Both teacher and student must be aware that English is not merely a jigsaw puzzle of interlocking parts made up of grammar, pronunciation, and vocabulary, but rather an integrated, holistic system of communication.

The most serious obstacle a drill hardened student faces on the TOEFL are *red herring* answers. Red herring answers are wrong choices that are similar to the correct answer or are wrong choices related phonetically or thematically to the passage. Here is an example from a Longman's Practice Test.

> Man: Is the lecture tonight worth attending.
> Woman: Without a doubt.
> Narrator: What does the woman mean?
>
> (Phillips 1996)

The difficulty here is a simple yes/no question being answered by the more complicated, affirmative reply, "Without a doubt." What if the student has not learned this particular phrase? In this case, they must be able to analyze and interpret the meaning as best they can. This seems obvious, but the overdrilled student will come to expect set replies to specific questions. How many times have you heard a student reply to the question, "What's going on?" with "Fine, thank you, and you?"

So when presented with an unexpected response to an average question, these students tend to lack the tools to interpret and respond accurately. The student who cannot comprehend the language being used has to guess and will then naturally begin making associations between the conversation and the answers. The red herring choices in this example are (a) "She's doubtful about the lecture." and (b) "The worth of the lecture is uncertain." Under time pressure, both of these choices are equally attractive—and equally wrong.

Obviously, we cannot teach every possible reply to every possible question. Instead, we shortcut by choosing a few choice phases and proceed to drill the student until they internalize the phrase. These *successful* students are then able to plug in the correct response to a given situation. For example, with the expression "Fine, thank you, and you?" the classical conditioning effectively cuts off the creative process of language hence, leaving them vulnerable to errors such as the two above.

A second aspect of the exam that is of particular difficulty for students is the lengthy and cumbersome reading passages. How often have you heard students complain that they understood most of what they read, but only had time to read half of the article. How can a class that is more autonomously taught aid these students? To begin with, presenting the articles more communicatively enhances their comprehension. To have students merely read and fill-in the-bubble is nothing more than substituting the article for the teacher. Communicative reading involves discussion, paraphrasing, and formulation of opinions or ideas within the construct of the passage. Students should be given a pretask to solve as a group or in pairs to which the passage augments or provides an example of how native speakers respond in the same situation. With practice in a communicative environment, students' ability to understand and respond to written material improves more dramatically than in the stiffer confines of more traditional approaches. "Language develops in the response *to mean* and *to understand what others mean.*" (Willis, 2000) Essentially, reading enhances our communication, and communication enhances our reading.

Rather than presenting students with the necessary language, they must be guided into discovering it for themselves. A simple explanation of grammar and then a fill-in-the-blanks exercise, although efficient and not very messy, will not be sufficient to effectively prepare a student for the wide-ranging grammar, vocabulary, and idioms on the test. Thus, we have to do more than follow the systematic grammar guides to the TOEFL; we must create interactive activities that allow students to actively engage the language rather than receiving it passively.

Activities of this type are natural in a conversation class, but seldom seem to be employed in the test class. The traditional approach to test classes has been through the direct method of handouts and repetition of the language. The teacher takes a central role in doling out the language as they see fit to deal with the test's variety of questions. In turn, the student then practices the necessary grammar points whereupon this grammar is supposedly internalized and becomes a part of the learner's repertoire. Of course, as we have seen before, this is often not the case.

Students must learn to teach themselves. Once a student begins to learn independently of the teacher, they lose their crutch and can operate more effectively on their own. The teacher becomes a guide rather than the authority thus, facilitating student self-evaluation and learning. A.P. Lian (1993) writes, ". . . the development of autonomous learning skills should be a major goal as it ought to be fully recognized that no learning program, whatever it sets out to achieve, will be exhaustive enough in its coverage of communicative activity in the language being learned." Nor, should I add, in its coverage of the language on TOEFL.

A few months back, in *TLT*, Jane Willis (2000) of Aston University reiterated the earlier studies of Halliday by saying, "Language does not exist in a vacuum, and it does not develop in a vacuum." The classroom is a vacuum when communication is not a two-way street as in the teacher-centered traditional approach to the test class. The need to move the teacher to the periphery is just as essential in the test class as it was in the conversation class thus, allowing the learner to become the active focus of communication rather than the teacher.

Recently, there has been a lot of talk about the shift to learner-centered classrooms, and recent research lends credence to the trend. The test class need not be immune to such a shift. English tests are as much about students' abilities to function within the language as they are about plugging in the correct grammar and vocabulary. The traditional tactics must not be totally abandoned, as familiarity and comfort with the test are necessary, but the most successful student will not come from classes where the answers were given to them. They will come from classes where they found the answers on their own.

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Jane Hoelker
Seoul National University

Kolb Applied to Three EFL Classrooms

完璧な教案により学習者のアクティビティ参加が高まり、学習への抵抗が減少する。しっかりと研究されたKolb Experiential Learning Cycle（Kolb経験学習サイクル）理論にもとづいて学習者差異を理解することにより、教師は完璧な教案を立てることができる。理論では学習方法を4つに分類している。想像力に富んだ学習者は具体的な経験の中で学習し、それに没頭する。思慮深い観察を通して学ぶ学習者は何かする前に何が起こるのか熟考しがちである。思想家は、抽象概念化により学習し、健全な理論を導き出す。活発な実験により学ぶ学習者は、アクティビティをすることで学習する。会話とESP（特定の目的のための英語）ライティングのクラスのサンプルレッスンと異文化コースのカリキュラムデザインによりEFLクラスへのこの理論の応用が例示されている。学習者スタイルに合うように教師スタイルを調整する方法についても論じている。

The *perfect* lesson plan is one that maximizes participation in the learning activity and minimizes resistance to the learning experience. An understanding of learner styles based on the Kolb experiential learning cycle enables the teacher to incorporate learner differences into the lesson. Teachers can then better design lesson plans for a class, be it in conversation, ESP, or cross-cultural studies.

The Research

Founded on Carl Jung's theory of types and extensively researched, the *Experiential Learning Cycle* (ELC) states that people learn in one of four ways. Dewey (1938), a major contributor to the movement, said that learning has to be grounded in *experience*. Kurt Lewin (1951) stated that a person has to be *active* to learn, whereas Piaget (1952) wrote that intelligence is not so much innate, as it is the result of the *interaction* of the person and the environment. In 1987 McCarthy began applying the Kolb theory to the classroom in the United States.

The Experiential Learning Cycle Theory

Kolb's theory provides a paradigm by which to classify the four different learning styles. Furthermore, it assumes that learning itself is an integral process for the individual, composed of four steps based on these learning styles. This process begins with an experience generated by and controlled primarily by the teacher, and evolves through an ever widening spiral of learning whose three successive steps grant increasing autonomy to the learner.

Imaginative learners, skilled at step one, perceive information through *Concrete Experience*, grasping the experience as a whole through feeling and immersing themselves in it. Educators need to create a reason to learn because their favorite question is: *Why (should I learn this)?* Able to involve themselves fully in new experiences, they enjoy games, role plays, field trips and home stay programs. Motivated by personal values, they are attracted by careers in the arts, entertainment or service organizations.

Individuals skilled at step two, process information through *Reflective Observation*. They like to watch what is happening from different angles and reflect on it before doing anything. People in research and design are experts at this step. Because their favorite question is *What?*, instructors need to give them facts. These intuitive learners like lectures or journal writing, and often choose a career in edu-

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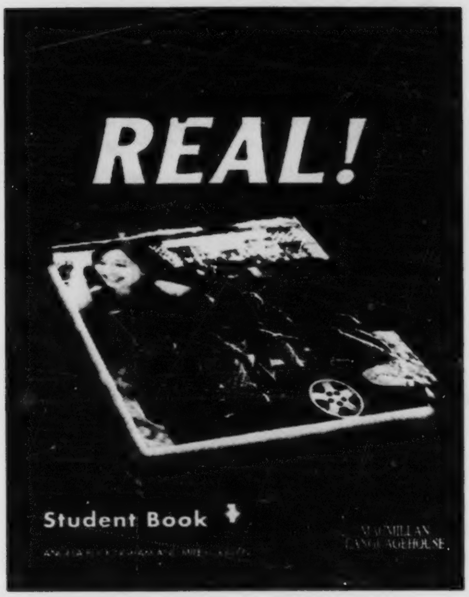
Angela Buckingham and Miles Craven



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cation, sociology, the ministry or science.

Thinkers, who perceive information through *Abstract Conceptualization*, like to think things through, and form a sound and logical theory. These technologists and engineers bring an idea into time and space. Because these analytic learners like to ask the question *"How does it work?"* educators need to let them try it out. They learn easily through theory readings, lab work, computer-assisted drills and workbook exercises.

Those who process information through *Active Experimentation* learn by doing an activity. Because these dynamic learners like to ask the question *If (I do this, what happens?)*, teachers need to let them teach it to themselves and to others. These risk-takers connect meanings and use theories to make decisions and solve problems after experimenting in a small group discussion with projects or individualized, self-paced learning activities. Thus, they do well when assessment is based on student self-evaluation, multimodal approaches to learning (spatial, musical, kinesthetic, etc.), peer editing, portfolio, and performance requirements. Management or administrative careers are popular with these individuals, as well as positions in business.

Most learners do not restrict themselves to exclusive use of their preferred learning style, but also employ the step succeeding their primary learning mode to varying degrees. The population who have been studied and discussed by Western psychologists is more or less evenly distributed throughout the four learning styles; however, most curricula is based only on step three or *Abstract Conceptualization*, thus, permitting only one fourth of the school population to

Chart 1: A Conversation Lesson on giving instructions on how to do something.

Appropriate level: 1st/2nd year university Ss

Objective: to explain how to make or do something using process vocabulary (first, then, next) & how to use 2-word verbs with noun & pronoun objects.

Suggested Time: 2 class periods of 75 to 90 minutes each.

Ss write their own favorite or unusual recipe & draw a picture of the process. If facilities permit, Ss bring in ingredients & complete the recipe with their partner. Class makes a cookbook from the recipes & sketches. unique, personal & by Ss: ADAPTATION IF? Let Ss teach it to themselves & to others. S-initiated & S-controlled experience. Ss are creative. T is resource & evaluator Experimenting ***Doing*: Step Four** **AE**	First, partners brainstorm steps involved in making banana, peanut butter, honey & bread to make unusual sandwich in front of class. Next, a volunteer *chef* comes to the front of class to make the sandwich. The chef explains each step to the class. If the chef forgets a step, the class prompts them. VALUE: significant, immediate, personal for ALL Ss now **WHY?** T creates a reason to learn this lesson. T-initiated & T-controlled experience. T & Ss interact. Ss solve a problem, or deal with a situation Experiencing **Step One: *Feeling*** **CE**
AC ***Thinking*: Step Three:** Practicing & Applying **HOW** (does it work?) Let Ss try it. T coaches & facilitates. Ss test & practice the theory. taught, improved & transferred to other areas of learning: **SKILLS** Ss complete workbook exercises on using two-part verbs with noun & pronoun objects along with sequence transition words. T coaches & facilitates Ss.	**RO** **Step Two: *Watching*** Discovering & Conceptualizing **WHAT?** T gives Ss the facts. T teaches. Ss generalize & give more concepts. CONCEPT is defined. Ss complete listening exercises on unusual recipes like a catsup milkshake or soy sauce iced tea. T & Ss highlight sequence transition words & two-part verbs used with noun & pronoun objects (Cut the banana up. Cut up the banana. Cut it up.)

shine in a classroom. Research claims there is a 90% retention rate if a teacher leads the class through all four steps of the learning cycle (McCarthy, 1980). Therefore, an optimal lesson plan leads learners through all four steps of the learning cycle so that the students practice their strengths and improve their weaknesses. The most striking observation about lessons based on Kolb's four steps is the high interest level by the students (whether the shy, cautious Japanese or the extroverted, spontaneous Korean students taught by the author). Let us apply the Kolb experiential learning theory to a series of three classrooms with a view to exploring the learning process, and obtaining a holistic grasp of the process as well as a thorough grounding in each of the steps.

A Conversation Lesson

Giving instructions about how to do tasks like using e-mail or baking a cake is often required of speakers in daily life. Many textbooks offer activities to practice conversation, including a rhetorical process that can be readily adapted to the Kolb ELT. For instance, chapter four in the *New Interchange* series, level two book (1997, p. 23) presents a dialogue on how to

Chart 2: An ESP Writing Lesson

Appropriate level: 1st/2nd year university Ss
Objective: to describe machines, gadgets or tools including shape, size, material, use & position
Suggested Time: 2 class periods of 75 to 90 minutes each.

Ss design an invention, complete the 5-item checklist from step #1 & write & sketch a description of it based on the checklist. Next, Ss read the description of their partner's invention & guess what it is. For instance, the *Lazy Student Homework Machine*. This small, green and red machine, the size of a basketball, has 2 slots like a mailbox. It has four buttons; one for math, one for English, one for Japanese and one for science. Put your homework into the first slot, push the button and in one minute your homework is finished. unique, personal & by Ss: **ADAPTATION** **IF?** Let Ss teach it to themselves & to others. S-initiated & S-controlled experience. Ss are creative. T is resource & evaluator Experimenting ***Doing*: Step Four** **AE**	T presents an unusual object such as a large, pink, oddly shaped plastic case, or with an object of interest such as a soccer ball. T asks *what in the world is this*. In pairs Ss discuss the object, completing the five-item checklist written on the board (shape, size, material, use & position). Participants fill in answers on the checklist. T leads group discussion of Ss suggestions. **VALUE**: significant, immediate, personal for ALL Ss now **WHY?** T creates a reason to learn this lesson. T-initiated & T-controlled experience. T & Ss interact. Ss solve a problem, or deal with a situation Experiencing **Step One: *Feeling*** **CE**
AC ***Thinking*: Step Three:** Practicing & Applying **HOW** (does it work?) Let Ss try it. T coaches & facilitates. Ss test & practice the theory. **SKILLS:** taught, improved & transferred to other areas of learning. Ss complete workbook activities or oral exercises in order to test & practice the theory they defined in step 2. The *Whatsitsname?* game in *Intermediate Communication Games* can be used to reinforce the proper use of the infinitive or gerund after the leader, *It is used for . . . .* T coaches & facilitates Ss.	**RO** **Step Two: *Watching*** Discovering & Conceptualizing **WHAT?** T gives Ss the facts. T teaches. Ss generalize & give more concepts. **CONCEPT** is defined. Ss choose an unusual machine or gadget from a picture collection distributed by instructor. In pairs Ss ask & answer the question, *What is the world is this*. Picture collection might include a *chopspoon* which can be used as a spoon to eat Western food, or divided in half by a spring into two chopsticks to eat Asian food. Ss conceptualize descriptive language & how to employ a gerund or an infinitive when explaining the gadget's use.

make a peanut butter, banana, and honey sandwich. This lesson can be adapted to the Kolb learning cycle in two class periods of 75 to 90 minutes.

In step one of the process, the instructor engages the class in a teacher-controlled experience. First, pairs list the steps involved in making the sandwich, while the instructor circulates throughout the class, making suggestions. Then, the teacher brings one volunteer to the front of the class (a student who enjoys acting) as the *chef*, where the ingredients and utensils for making the sandwich are on the desk. Next, the student makes the sandwich, telling the class each step as it is completed. If the chef forgets, the class prompts him.

In step two of the Kolb ELT, the learners define the concept. A listening exercise on a series of short, unusual recipes like a catsup milkshake or soy sauce iced tea (*Interchange series, level two book*) provides an opportunity for the class to discover and conceptualize the theory being taught. The learners, guided by the instructor, highlight the language important in this lesson, i.e. the sequence transition words (next, then, first, second, etc.), as well as two-part verbs used with noun objects and pronoun objects (cut the banana up, cut up the banana, or cut it up).

Skills are taught, and improved in step three. Students complete workbook exercises on the target language and structures. This step has often been the sole focus of a traditional lesson.

Step four sees the class being creative, and teaching the lesson to themselves and to others through an experience, which they initiate and over which they have control. One activity appropriate to this step would be to have individuals write out their own favorite or unusual recipe and draw a picture of the process, or if facilities permit, bring in the actual ingredients to practice with their partner. Student recipes along with the sketches could be collected and compiled into a class recipe book and distributed as a class souvenir.

Chart 3: A Curriculum in Cross-cultural Issues

Appropriate level: 1st/2nd year university Ss
Objective: to prepare students prior to departure for an overseas home stay program
Suggested Time: 30 hours

Each small group shows the video of their 3-act drama to the large class group. The large class group completes a point-based objective assessment, as well as subjective comments to provide feedback (peer, teacher & self) on successes and on areas for improvement. unique, personal & by Ss: **ADAPTATION** **IF?** Let Ss teach it to themselves & to others. S-initiated & S-controlled experience. Ss are creative. T is resource & evaluator Experimenting ***Doing*: Step Four** AE	Ss experience concepts & behaviors essential to cross-cultural understanding by immersing themselves in student-generated dialogues, role plays & discussions. Concepts include descriptive & judgmental observation, generalization, stereotype, & values. **VALUE:** significant, immediate, personal for ALL Ss now **WHY?** T creates a reason to learn this lesson. T-initiated & T-controlled experience. T & Ss interact. Ss solve a problem, or deal with a situation Experiencing **Step One: *Feeling*** CE
AC ***Thinking*: Step Three:** Practicing & Applying **HOW** (does it work?) Let Ss try it. T coaches & facilitates. Ss test & practice the theory. taught, improved & transferred to other areas of learning: **SKILLS** Each small group discusses, writes, edits & films their three-act plays in which the characters explore the cross-cultural issues related to their theme. T coaches & facilitates Ss.	RO **Step Two: *Watching*** Discovering & Conceptualizing **WHAT?** T gives Ss the facts. T teaches. Ss generalize & give more concepts. **CONCEPT** is defined. Each small group mind maps one cross-cultural theme & then explains their mind map to the large class group. Ss write a response to each session in their learning journal.

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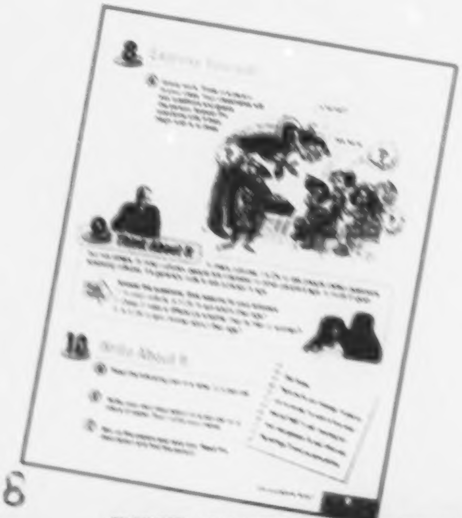

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CHANGING THE WAY JAPAN LEARNS ENGLISH

An ESP Writing Lesson

Technical and engineering students are fascinated by, study, and design machines for school projects to train themselves for the workplace. An ESP lesson, easily completed in two class periods of 75 to 90 minutes, can be built around this interest. In step one the teacher presents the learners with an unusual object such as a large, colorful, oddly shaped, plastic case, or an object of interest such as a soccer ball. The teacher asks, "What in the world is this?" and in pairs the class discusses the object, completing the five-item checklist written on the board by the teacher (shape, size, material, use and position). Depending on the class ability, the instructor may want to distribute a vocabulary resource sheet. Participants fill in possible answers in the checklist on the board and the teacher leads a group discussion.

> ***". . . there is a 90% retention rate if a teacher leads the class through all four steps of the learning cycle"***

Next, in step two students choose an unusual machine or gadget from a picture collection of previous student work distributed by the instructor, and ask their partner: "What in the world is this?" Their partner describes the object. The picture collection might include a *chopspoon* that can be used as a spoon to eat Western food, or divided in half by a spring into two chopsticks to eat Asian food, or a *Pillowalarm* that shakes as well as emits a noise to wakeup the heavy sleeper. Then, individuals fill in the checklist on the board with descriptions of the gadgets. Next, the teacher leads a class discussion about what is good and what needs improvement in the student contributions. Students discover and conceptualize the language being studied (how to describe an object or a machine and how to employ an infinitive or gerund when explaining the gadget's use).

For step three the participants complete workbook activities or oral exercises in order to test and practice the theory they defined in step two. An intriguing, but simple and quick-paced activity (actually a drill disguised as a game) to reinforce the proper use of the infinitive or gerund after the leader, *It is used for/to . . .*, is game number two called the *Whatsitsname?* in *Intermediate Communication Games* (Hadfield, 1990). Each student receives one large picture of a collection of tools or machines and four small pictures of an individual machine or gadget that is on one of the other five collective pictures. The object of the game is for each student to collect the four small pictures that correspond with the four objects in their one large picture. The individual must ask, "Do you have the thing that is used for/to . . .?" to collect the small pictures.

In the final step, the class is creative and experiments by initiating and controlling a learning experience. For instance, the learners imagine a machine, or an object, write a description of it following the checklist introduced in step one (shape, size, material, use and position), and sketch their invention. Then, they share the picture and written description of their machine with a small group who guess what in the world the machine is. One student example follows. This machine has two slots shaped like a mailbox slot. It is a small, green and red box the size of a basketball, and has four buttons: one for math, one for English, one for Japanese and one for science. The learner puts their homework into the first slot, and pushes the correct button. The machine produces the finished homework in one minute out of the second slot. What in the world is it? The answer is a *Lazy Student Homework Machine*. (Educators new to the ESP field may find suggestions about gadgets and machines in the level two book of the *New Interchange* series, chapter seven.)

A Curriculum in Cross-cultural Issues

A curriculum on cross-cultural issues for a 36-hour schedule, utilizing learner-generated materials and designed according to the Kolb model, has proven to be effective with junior and senior undergraduates or graduate students planning to study and live abroad. In the event of financial limitations and travel restrictions (government-imposed or otherwise), this course has provided students with a genuine language learning and cross-cultural experience. According to student testimony, this course permits them to experiment with and explore their cultural and personal territory, while they define their character and permit the character actions and speech with which the student-actor is comfortable. (Hoelker, Nakamura, & Nimmannit, 2000). In addition, use of student-generated materials enables the instructor to track vocabulary, and language successfully employed, as well as errors, with a view to providing mini-clinics to strengthen student skill in weak areas. Let us examine such a curriculum.

In step one the learners experience certain concepts and behaviors, such as descriptive and judgmental observations, generalizations and stereotypes, essential to cross-cultural understanding by immersing themselves in student-generated dialogues, discussions and role plays. Furthermore, the class practices techniques to refute a stereotype, such as humor, or denial, and explore the concept of values through ranking a catalogue of 24 basic values (Levine & Adelman, 1993, p. 24), and through discussion of the characters in the story, *Alligator River* (Levine & Adelman, 1993, p. 32).

Next, in step two the students form small groups and choose one cross-cultural theme treated in one chapter (Levine & Adelman, 1993) to mind map on a large poster. The concepts and criteria about each theme are then circulated throughout the class as each small group explains their mind map to the large class group and as individuals question the small group. Further opportunities for reflective observation are provided by the daily journal entries completed during the last ten minutes of each class in which students explore personal reactions to cultural situations and in which vocabulary and language can be tracked and analyzed by the class and the instructor.

Step three sees the learners test, practice and apply the theory as each small group discusses, writes, edits and films their three-act plays. Finally, the students engage in step four when they present their original, three-act drama (a student-initiated and student-controlled experience) on their cross-cultural theme, consequently, teaching the material to themselves and to each other. They also *learn by doing* through evaluation, both point-based objective assessment and subjective comments, thus providing feedback (peer, teacher, and self) on successes and on areas for improvement.

Adjusting Teacher Style to Student Style

Basically, student learning is accelerated when instructors teach the way students learn. Yet, often teachers teach either the way they themselves were taught, or according to their own preferred learning style. Perhaps the favorite teacher in one's academic career was not so much a great teacher, as they were a good teacher who taught according to one's personal learning style (Swanson, 1999). For instance, CE students feel comfortable with a CE teacher who witnesses their learning and is open to discussion, preferably without a time limit in order to allow full exploration of and expression of feelings and ideas during a group activity. However, the CE instructor, who teaches responsively, draws on the skills of the additional three styles to stretch the students. For instance, a CE teacher who includes step two, following the more traditional RO style, *teaches*, i.e. gives them the facts and details presented in an organized lesson logically presented within a clearly defined time limit. By including step three in the lesson plan (based on the AC style), they coach CE students to be productive experts in the real world and to *get things to work* quickly and within the set task boundaries on their own. Through step four, the CE teacher also energizes them, like an AE instructor, to take risks and to create projects by making new associations, and to present the projects to a group.

No doubt, it is easiest to learn from someone teaching in one's preferred learning style. However, seminars organized by McCarthy's company, EXCELL (including the one attended by the author), stress that the good educator leads the class through all four steps of the learning process, stretches themselves to meet the learners' styles, as well as provides the learners with opportunities to stretch to meet the instructors. In this manner, the instructor teaches students how to compensate for their preferred learning style, and to strategize in order to adapt their learning style for school success (McCarthy & Morris, 1994, p. 30).

Indeed, teachers might do well to emulate Professor Richard Marshall Eakin, the famous pre-med professor at the University of California at Berkeley. He energized the zoology course he taught by dressing up as Charles Darwin in a flowing white beard when he lectured on evolution, or as Gregor Mendel to discuss heredity. Eakin stated that, when he tells his class the facts as the professor, he imparts knowledge. But when the people of science come before the learners and use the same words, they have more meaning (Korea Times, 1999). Or, since technical and engineering students, who learn well from checklists, often find writing in the L2 quite difficult, provide them with a checklist for their L2 writing assignment. The checklist technique characteristic of their preferred learning style (Abstract Conceptualization) provides scaffolding for their least favorite activity, writing in the L2.

Educators, some of the most conscientious professionals in any community, are already using countless effective techniques in class. Adapting a lesson or curriculum to the Kolb experiential learning cycle simply requires adjusting the order of the presentation in most cases, or in developing one or two of the steps. Respect the process, or the order of the four steps of the cycle in order to provide the participants with an ELC learning experience. As the instructor, define the learning goal. If the goal is to maximize how much an individual learns in a limited time frame (often the aim of an in-house company program), teach exclusively to their preferred learning style (McMurray, 1997). On the other hand, if the goal is developmental, or focused on cultivating the growth of the entire person, then lead the learner through all four learning styles on one learning point.

> ***". . . successes are being built upon each learning experience"***

Conclusion

To sum up, if individuals complain that their successes seem outnumbered by their learning experiences, remind them that successes are being built upon each learning experience. In addition, explain to the students that a learning style is not a *fixed* trait, but a *stable* trait that endures because the individual chooses to interact with their environment in that selected style, not because of a genetic predisposition (McCarthy & Morris, 1994, p. 22). Moreover, each learning style has its strength. The virtue of the CE learner is love; thus, their skill is empathy. Wisdom is the virtue characteristic of the RO student, and their skill is creation and knowledge. The AC student's virtue is justice; their skill is ethics. The courageous AE learner is skilled at risk-taking. A complete lesson plan incorporates all these strengths and skills into the learning process, enabling students of any style to draw on all modes both to solve problems and to express what they know in an integrated manner and, therefore, succeed.

***Jane Hoelker** has taught EFL in Rwanda, Mali, Japan, and Korea. She holds an MA in TESOL from the School for International Training, and is a Visiting Professor at Seoul National University. She serves as the KOTESOL International Affairs Chair, and has served as Public Relations Chair for JALT, KOTESOL and PAC. <hoelkerj@hotmail.com>*

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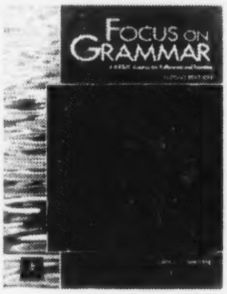

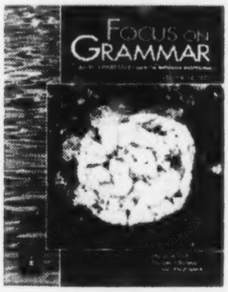

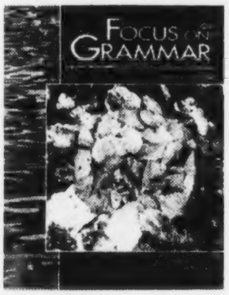

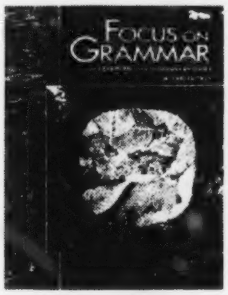

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"But I *have* to teach grammar!":

An analysis of the role "grammar" plays in Japanese university English entrance examinations

Michael Guest
Miyazaki Medical College

日本の高校英語教師は大学入学試験の準備のために文法を教えなければならず、そのためコミュニカティブな、意味重視のカリキュラムで教えることができないとしばしば言う。しかし、この正当化は根拠の確かなものなのだろうか。本論文では、第1に、高校で教えられているのは本当に文法なのか、第2にセンター試験や特定の大学入試は他の英語スキルではなく本当にばらばらの文法知識の習得を求めているのかについて論述する。大学入試に向けて高校で教えられているのは、ほとんどが文法ではなく単に統語変形であると筆者は主張する。大学入試準備のための現教授法は目的にかなっていないので、入試準備のために文法を教えなければならないとする主張は事実ではないと証明されたと結んでいる。

High school English teachers in Japan often argue that the reason they are unable to teach meaning-oriented lessons based on a communicative methodology is not because they believe that a grammar-translation methodology is inherently superior, but rather due to the fact that they feel they must teach grammar in order to prepare students for university entrance exams (Hino, 1988; Yukawa, 1994; Gorsuch, 1998). Although many have recently come to utilize communicative methodologies and tasks with lower-age groups and classes designed for non-university track students, the reality is that as students start to prepare for university entrance exams almost all communicative classes are dropped with the university-track students put on a steady diet of *grammar* lessons in preparation for the exams (Kitao & Kitao, 1995).

In this paper, I'd like to question the validity of this oft-heard justification for employing a grammar-based pedagogy. Over the past several years, the English sections on university entrance examinations have been modified in order to move away from purely grammatical, discrete-item content (Law, 1995; Brown, 1995). So if, in fact, current university entrance examinations do not demand discrete, item-specific grammatical knowledge, then the justification that grammar must be taught (to the exclusion of other English skills) in order to ensure student success on the entrance exams, is outmoded.

To this end, I will analyze the English entrance examination content of Kyushu University, a representative public university, as well as the *"Daigaku Nyushi Center Shiken"* (the "Center" test), both as they appear in the 1999 *Eigo Mondai no Tettei-teki Kenkyu* (English Test Problem Research - Public Universities). In analyzing the test tasks I will explore to what degree a successful undertaking of the exam questions requires knowledge or mastery of varying aspects of English such as grammar, lexical patterns, social communicative norms (including pragmatics), rhetorical and other schematic knowledge as well as the mode of answer (multiple-choice, translation, analytical skills, reordering, etc.). The degree to which each of these categories is manifest in these exams should likewise influence the content of high school English teachers' lessons, if they are truly intent upon best preparing students to pass these exams (Brown, 1995). However, to do so effectively we first have to gain a clearer understanding as to what scholars and high school teachers actually mean by *grammar.*

"Grammar", "syntax", or "transformations"?

Swan (1995) defines grammar as the rules that show how words are "combined, arranged and changed to show different meanings" (p.xxiii). More scholars are beginning to define grammar in this way, not merely as the internal structure of a language, but the structural means by which meaning and communication are realized. Halliday's (1994) grammar identifies three communicative metafunctions that grammatical *rules* serve and argues that these functions can be interpersonal as well as ideational and textual, any structure in fact that aids in elucidating meaning. Moreover, both of these influential grammars are descriptive, not prescriptive, arising from the analysis of authentic texts. Also, Lewis (1993), Carter (1987), Nattinger and DeCarrico (1992), among others, have emphasized the blurred boundaries that exist between lexis and grammar. A true understanding of lexical items such as lexical phrases, it is argued, includes knowledge of their grammatical relations such that semantics is never really separated from structure. Lewis (1993) refers to this as *grammaticalized lexis* and views grammar as an implicit category discoverable within the knowledge of lexis, not as a distinct entity. Given such definitions of grammar, it should be clear that even if one chooses to teach grammar, one certainly need not automatically use a grammar-translation methodology.

Analysis of Japanese high school classrooms, (Hino 1988; Gorsuch 1998) as well as the selections taken from the most popular test preparation textbooks, however, reveal that something quite different, something much narrower, is meant by *grammar.* First, Januzzi (1994) notes that classroom and textbook samples are usually decontextualized and thus not intended for the purpose of elucidating a meaning. Secondly, he notes that the unit of analysis is invariably the sentence that limits the scope of the term to the internal working of a single type of textual unit. Thirdly, the grammar taught is invariably prescriptive (Gorsuch 1998), not descriptive. It is best then that teachers who teach in this manner do away with the term *grammar* when describing their pedagogy as they are not teaching grammar but rather *rules of syntax,* which is a part of grammar but cannot be equated with the term as a whole.

Moreover, a look at the actual tasks that students undertake in the classroom as well as senior year English textbooks reveal an even more limited field of study. After receiving both positive and negative feedback on an opinion and perspectives piece I published in the January 2000 TLT (Guest, 2000), regarding what I considered to be unfounded criticism of Japanese high-school English teachers, I informally interviewed both students and high-school English teachers as well as visited two classrooms to observe English lessons. What I noted was that while non-university track students are given wider doses of the currently popular communicative methodologies, students with intentions to enter universities appear to still be subjected to largely *yaku-doku* or similar discrete-item, memorization-based lessons. This suggests that what Hino (1988), Kitao & Kitao (1995) and Yukawa (1994) have noted in the past and that which Gorsuch (1998) and Mulvey (1998) have recently claimed still constitutes the dominant pedagogy for those students planning to take university entrance examinations.

Among such claims is that the great majority of in-class work that students do in preparation for the exams is based upon transforming of discrete grammatical items (*yaku-doku*), invariably by translating English texts into Japanese (Mulvey, 1998; Gorsuch, 1998). A typical example from Keiryusha's (1998) supplementary textbook, *Steady Eibunpo,*(Kai,H., Kai,R., & Kai,Y.) shows a Japanese text under which we find "walks / every / he / to / day / school" (p.7). The student is then asked to reorder the words in order to match the Japanese translation, clearly an exercise in syntactical transformation. Since such texts are invariably limited to smaller sentences the effect is that students are basically being asked to do transformations of formalized patterns with translated vocabulary items *filling in* the terminal strings. Another example of this from *Steady Eibunpo* is a task in which students are asked to transform the sentence "Mary is very smart" into a set pattern of the form: "How . . . is!" (How smart Mary is!) (p.6). Similarly, *All In All - Book 3* (Tanigaki, 1999), also a popular supplementary text, follows a section on English to English transformation of a discrete grammatical feature "She is the tallest girl in her class" is to be transformed into "No other girl in the class is as tall as she" (p.27) with Japanese to English translation exercises focusing upon the same grammatical principle. Such exercises appear regularly in virtually all *Monbusho* approved textbooks.

While more extended reading texts appear in the standardized *Unicorn* (Suenaga & Yamada, 1999) series, the task focus is less upon decoding meaning or discussion than it is upon translating *new* lexical items from the extended text, practicing their intonation and pronunciation, and doing transformation exercises based upon salient grammatical patterns found in the text. Although these extended texts in fact allow for the possibility of a variety of practice tasks, it appears that for many high school teachers they little more than as *yaku-doku* fodder (Kitao & Kitao, 1995; Gorsuch, 1998).

This leads to a few obvious questions. Do entrance exams really include tasks that involve direct transformations of texts like these, focusing upon established *rules* of syntax? Do these tests really require a predominance of English to Japanese translation skills? If so, is the translation largely a translation of some discrete grammatical principle or *rule*, or is it more holistic and comprehensive? Do most test items require an active or passive application of English knowledge? Let's look at the examination tasks themselves in order to answer these questions.

Daigaku Nyushi "Center" Shiken (The "Center" test)

This is the general examination that almost all university entrance candidates take before taking specific university entrance exams. It is the exam that high school teachers most often focus upon when claiming to be preparing students for university entrance exams. In fact, booklets of previous Center tests are widely used in high school classes for university track students, believing that this year's center exam will likely resemble those of the previous few years.

The first of the five sections on the center exam focus upon intonation, pronunciation (matching pairs) and sentence stress of discrete items respectively, with multiple-choice answers. The second part of this section is a fill-in-the-blanks-with-the-appropriate-response exercise that demands knowledge of set lexical phrases, particularly those having an interactive, social function, as they are embedded within casual conversational contexts. For example (p.4):

A: What are your plans for this weekend?
B: I haven't really thought about it. _________.
A: I'm thinking of going to the beach. Want to come?

Students are required to fill in B's blank with the most plausible phrase from a multiple-choice list of four answers: (a) How do you plan to go?, (b) I'm planning to go mountain climbing, (c) I've booked our room, (d) Why do you ask?" with the correct answer being letter (d). Here we can see that an understanding of the social, rhetorical and pragmatic functions of the lexical phrase "Why do you ask?" is necessary in order to successfully answer the question. A similar pattern appears on other questions in this section, the next of which requires students to understand the lexical phrase "How can you tell . . . ?" as well as the appropriateness of responding to this using the pragmatic force of the rhetorical question, "Didn't you see . . . ?"

The second section comprises the most explicitly *grammatical* section of the test, in which students are required to insert the appropriate lexical item or phrase into a set text. Interestingly, however, correctly guessing many of the answers in this section does not require knowledge of grammar per se as much as it does an understanding of lexical properties and cohesion within an extended text. For example (p.5):

A: I like my job but I wish I made more money.
B: Me too. If I _____, I'd buy a new car.

Here the node word is *wish*. If the student is familiar with the lexical qualities of *wish*, that the item connotes an unreal situation and thus collocates with "if + past" (*could* providing a further hint here), the answer is obvious. This example demonstrates the blurry boundaries between grammar and lexis since the collocation contains a grammatical feature (tense) but collocations themselves are lexical properties. About half of the questions in this section are indicative of this lexico-grammatical category. A few items *are* thoroughly based upon knowledge of discrete grammatical items (i.e., "John _____ to like fried rice!" along with the following answers: (a) dares, (b) looks, (c) seems, (d) wants) but an equal amount are thoroughly lexical (i.e., matching definitions to the words *rent* and *nod*).

Section three demands the students reorder a set of disordered words into coherent sentences. This section demands knowledge of sentence syntax and corresponds most closely to the content of high school *grammar* lessons but takes up less than 15% of the total number of items in the examination. Finally, the fourth, fifth and sixth sections are made up of three lengthy, extended readings, which serve as something of a centerpiece for the test. In the first extended reading, students are asked to demonstrate an ability to order cause and effect by reordering a set of paragraphs in English. This calls first and foremost for an understanding of cohesion. While understanding the cohesion of grammatical items is important, an awareness of rhetorical or thematic cohesion is more central to the objective (reordering paragraphs) in this section. An understanding of the lexical properties of cohesive signals (i.e., *Although* . . .) is also crucial here. In the last two extended readings, the students are asked to do the following: (a) analyze an article on international symbols in order to reveal their general comprehension of the content, and; (b) analyze a story that includes dialogue (p.10-11), and make hypothesis about the characters' motivations. For example, in the following passage, "When Mimi heard Robert say 'What cheese?'" students are asked: "How did she probably feel?" and "What particular point suggests that Mimi was nervous about her date?" the latter question being about the character's state of mind. This section demands an understanding of the social use of English, in particular, pragmatics: "Why did Mimi hold her breath when the redheaded boy asked Robert about the smell?" Analytical skills, advanced lexical, structural recognition skills, and an ability

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to negotiate meaning are crucial to success in this section.

In conclusion, we can see that the Center test is not a *grammar* test at all but rather is made up of a whole cornucopia of categories as Brown (1995) and Mulvey (1999) have noted. In fact, grammar (of the type that dominates high school classes and textbooks) takes up less than 15% of the total length of the test. The apparent predominance of sentence syntax within high school curricula is surely not in proportion to its value on this all-important examination.

> ***"the justification that grammar must be taught . . . in order to ensure student success on the entrance exams, is outmoded"***

Kyushu University's Exam

Unlike the Center test, this examination is taken only by students attempting to enter this prestigious institution. I have chosen to analyze the English section of Kyushu University's entrance exam first because public university exams tend to be representative of a nationwide examination standard and also because it conforms to a national norm for public universities according to Brown & Yamashita's (1995) analysis of public university entrance exams.

This examination contains five sections. The first (p.202) is an extended reading section. From this, students are asked to (a) translate selected sentences into Japanese, (b) expound upon the referent for a specific demonstrative *this*, and the abstract general phrase *one thing* and; (c) answer a series of true/false questions regarding general content within the paragraph. This may seem closer in kind to the type of practice students undertake in high school classes but on closer observation it is in fact not. None of the sentences to be translated contain a noticeable grammatical element of the type that can be practiced or learned as a detachable *rule*. For example, the students are required to translate: "All these things he threw down like a farmer casting aside a spade in a temper." Success in translating the multiple clauses successfully in this sample depends more on understanding the rather arcane phrases *casting aside* and *in a temper*. This is, of course, a lexical problem, not a grammatical one. Fully understanding the meaning of *this* and *one thing* as well as the following true/false section demand an understanding of cohesion and rhetorical construction, which implies a more holistic approach to a text. Naturally, elements of grammar are contained herein but the required skill goes far beyond the specific application of grammar *rules* that most students are taught and practice in high schools. In fact, such analysis and comprehension-based texts, demanding advanced lexical analysis skills are increasing on entrance exams (Law, 1994; Mulvey, 1999).

The second and third parts of the test are nearly identical in terms of the task types, the third adding a question that asks the students to ascertain which type of the word *miss* (from a list of five) best corresponds to the sense of the term as it appears in the text. This is a lexical and not grammatical, task. The fourth section asks students to translate a Japanese paragraph into English. The text contains a number of complex conjuncts, and adjuncts that demand, again, that students be aware of the construction of rhetoric beyond the sentence level, demanding integrated analytical skills. The text also contains numerous abstract nouns as node items that will require lexical, not grammatical, knowledge in order to be rendered meaningfully into English.

The final section is open-ended and contains an extended productive element. Students are required to complete a story (about 100 words) that begins, "From the moment I found that I had overslept, I knew it was going to be a bad day." In this task, a focus upon meaning, a sense of coherence (choosing and applying a suitable rhetorical pattern), and the application of a tone sympathetic to the narrative genre take precedence over the correct deployment of specific grammatical rules. Suffice to say that such top-down processes are almost never taught or practiced as preparation for university entrance exams (Yukawa, 1994; Gorsuch, 1998).

Conclusions, Implications and Suggestions

There seems to be little connection between high school teachers' stated need for an emphasis upon *grammar* and the key items or tasks that appear in either the center or public university entrance exams. Not only is grammar as such not really taught for exam preparation, but in fact, few exam tasks require the syntactical transformation type of exercise that *are* practiced in classrooms. From looking at the content of the Kyushu University's English entrance exam, we can see that discrete grammatical features in and of themselves *never* constitute the answers to examination questions. Fewer than 10% of the total number of problems on the center exam required any *direct* syntactical transformations unlike the fill-in-the-blanks with the correct grammatical form tasks or sentence-based word re-ordering exercises that are so common in high school textbooks and classrooms. Rather, grammar seems to be but one element subsumed under more varied, integrated, comprehensive skills. In short, the entrance exams demand more discrete skills than a simple mastery of grammar, whereas tasks often taught in high schools as preparation for these tests actually amount to something more *narrower* than grammar.

Of course, grammatical knowledge gleaned from high school practice tasks need not be relevant only in terms of an exact matching task appearing on entrance exams. It could be argued, for instance, that the practice of manipulating specific grammatical patterns would aid in the translation exercises as well as some of the rhetorical ordering tasks. However, the highlighted texts within the extended test readings offered up no identifiable single forms or patterns to be translated. Success depended more on understanding the lexical and semantic properties of key words in the texts or the rhetorical form of a particular genre. In fact, as exam texts become more extended and discursive in nature the more likely the text will include numerous exceptions to and variations from grammatical *rules*.

Nowadays scholars speak not of grammar as having prescriptive *rules* but rather of descriptive conventions that are flexible and meaning-directed. Many of the translation texts on the exams could, as any professional translator can tell you, be paraphrased in many different ways with the intentions and tone including both the author and genre, not discrete syntax patterns, being the crucial translation tool. Therefore, any notion.that the repeated study of sentence syntax can result in a decoding into a *correct* translation would seem to be suspect. Similarly, ordering rhetoric patterns depends more on the holistic ability to organize thoughts and ideas coherently than it does on the ability to transform the minutiae of syntactical patterns, which are but one minor means by which the meaning of a text is conveyed.

This distinction between holistic and discrete item approaches (often referred to as *top-down* and *bottom-up* respectively) is a crucial one and both are necessary to ensure exam success (Carrell, 1987). As it stands now, students are filled with the need to memorize and practice decontextualized sentence patterns that do not carry much value on the entrance exams and remember a host of one-to-one translations for lexical items as well as their pronunciation, solely a bottom-up approach. This seems to be such a waste of time and energy. The chances of a specific lexical item being singled out on an exam problem is infinitesimal in relation to the number of items one is going to have to memorize in passages of such complexity. This is also true of preparation for the stress and intonation sections. It seems to be a crap-shoot, a pot-shot, "let's hope that the words I've memorized happen to be the same ones that appear on the test" approach.

Does it not seem more reasonable then to have students absorb discrete lexis and syntactical minutiae through a more top-down, meaning-based curriculum? After all, the extended readings on both exams, and, in particular that of Kyushu University, demand general and holistic skills both in reception and production. If students insist on a focus of memorizing discrete lexical, syntactical and prosodic forms, they can only hope and pray for the one-off chance that they will encounter these items on the exam. A top-down, holistic approach, however, would involve a deliberate pedagogical focus upon the meaning of the text, that is, a general, comprehensive understanding of the content *before* any analysis of its constituents take place. And even any subsequent analysis of discrete text items should not abstract these items from the text but rather note how they help the text cohere or provide the text with interpersonal and stylistic resonance. It is important to realize that grammar is meaning-driven, so any examination will be more common sense and instinctive when such discrete items are likely to be absorbed into the bigger picture. Many task-based syllabi as well as the lexical syllabus propounded by Lewis (1993) are methodologies that utilize this type of approach.

Moreover, by employing this method, learners would be able to approach larger texts with greater confidence, understanding their rhetorical structures, their internal lexical relations, and having refined their analytical and comprehension skills. Finally, this would allow for a meaningful study of English, especially as a means of communication, consistent with the manner in which scholars now view the function of grammar. This better allows one to bridge the gap between the communicative and structural elements of the language. By absorbing such a pedagogy into one's high school teaching methodology not only would learners then likely find English study more fun and meaningful and develop more practical communication skills (as content and meaning-based focuses would engender), they would also likely have greater success on the university entrance examinations! What more justification does one need?

Michael Guest *has lived in Japan for 13 years, and currently teaches at Miyazaki Medical College. His current research interests include lexical studies, spoken grammar, and cross-cultural pragmatics. He received his MSC in Applied Linguistics from Aston University in 1997.*
<michael@post1.miyazaki-med.ac.jp>

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Cultural Issues

Bullying and Biracial Children in Japan

Frank E. Daulton & Seki Akinori, Niigata Women's College

Japanese society recognizes bullying (or *ijime*) as a grave problem, yet a particular group especially vulnerable to bullying and common targets of it has been overlooked. This paper, after an overview of bullying in Japan, will examine the particular case of bullying and half-Japanese children. Finally, it will introduce some strategies for international couples to prepare their children against bullying. The comments below are generalizations and do not apply to all people or situations. Nonetheless, they are substantially accurate, and JALT members, as teaching professionals and parents, should be well-informed so as to improve the educational environment for all students.

Overview of Bullying in Japan

The Seriousness of Bullying in Japan

Bullying in Japan is a grave problem whose extent is not yet understood. One in three elementary and junior high school students has been bullied, but more than one-third did not report it to anyone (figures cited by the U.S. State Department, 1999). The unreliability of statistics is exacerbated by the schools' desire to stop word of bullying from spreading outside; one parent comments, ". . . . schools are frightened by charges of *ijime*" (Otake, 1999 p. 33). Bullying takes many forms (Noujuu, 1997, p. 89) and these include: from verbal teasing to threats of physical violence: from hiding belongings to vandalizing them; from cool treatment by a few to complete ostracism. Sometimes the bullying seems pointless, other times something is extorted. The harm is difficult to estimate, but the about 10 bullying-related suicides per year (Sakai, 1996) can be considered the tragic tip of an iceberg of suffering.

> ***"One in three elementary and junior high school students has been bullied"***

The Characteristics of Bullying in Japan

Everywhere bullied students are usually those seen as different or weak (Olweus, 1995); however certain aspects of bullying appear exaggerated by Japan's culture. Some scholars even assert that "the very dark and cruel nature" of the emotional and physical abuse is particularly endemic to Japanese education (see Omori, 1998), thus the Japanese term *ijime* is often used even in English discussion.

Nonaka (1999; cited in Ryan) cites four "cultural factors" in Japan that worsen bullying: the high pressure put on children; the large student-to-teacher ratio; the belief that seeking help is shameful; and Japan's homogenous and collectivist culture, which stresses uniformity. Bullying in Japan is also distinguished by the fact that it is done by groups against one or few targets (Omori; Ryan, 1999 p. 2), making the victims more helpless than in any other country (Smith, 1995).

Moreover, bullying in Japan involves many *passive observers* (Bethe, 1999). In fact, 51% of students try not to become involved in bullying when they see it, and 64% find it exciting to watch (Ryan, 1999). Most observers don't defend the victim because "they fear they will be perceived as being 'the same type of person' as the *ijime* victim" (Omori). Bullying increases through elementary school as the children begin to form cliques, described by one parent as *the gang age* (Jonnes, 1999), and incidents rise dramatically when children enter middle school, peaking in the first year of junior high school (Takahashi & Vaipae, 1996; Ryan, 1999).

The most common form of bullying in elementary and junior high school is verbal, whereas in high school it is physical (Noujuu, 1997). Indeed incidents of physical abuse increase with the students' age (Kumagai, 1996). Although direct violence is the most visible form of bullying, the most damaging may be indirect—ostracism. According to Fried & Fried (1996), "the withholding of relationship can be far more punitive than any act of meanness" (p. 2), and particularly in group-oriented Japan, being shunned can be emotionally devastating.[1] Unfortunately, ostracism is the second most common form of bullying in elementary school, becoming less common thereafter, (Noujuu, 1997).

自分達とは違って見えたり、自分達より弱く見える生徒が学校現場でいじめにあうケースは、世界の至る所で観察されている。しかし日本においては、日本独特の文化要因がいじめをより深刻なものにしているようである。国際結婚をした夫婦の間に生まれたいわゆる”ハーフ”の子供達は、その文化要因を原因とするいじめの的になりやすい。彼等が日本の学校入学後に受けるいじめを軽減するためには、あらかじめどのような準備が必要なのだろうか。本論では、『子供とのコミュニケーションを密にしておくこと』『いじめに対してやり返す力をつけてあげること』『自尊心を高めてあげること』そして、『強い正義感を身につけてあげること』を提案する。

Many children are often ignored by their classmates and sometimes by teachers for extended periods. One parent (of a half-Japanese daughter) writes, ". . . . there was a strong understanding among the girls that they were not to associate with (my daughter) in any way and that any girl who did so would be ostracized" (Otake, 1999, p. 30). The result of bullying is often the victim refusing to go to school from fear and shame (e.g. Smith, C., 1999), a phenomenon common enough to have its own name, *toukou kyohi*. Over the past few decades, absenteeism from this *school phobia* has doubled at elementary schools and tripled at junior highs (Kumagai, 1996). A final characteristic of Japanese bullying is that, more than in other countries, victims are expected to *defend themselves*. There exists a widespread belief that the bullied is at least partially at fault for not defending him or herself (Ryan, 1989).

Bullying and Biracial Children

The number of children who have one parent that is not Japanese is unknown because, for counting purposes, they are not considered *foreign*. In 1998 there were 29,636 new marriages between Japanese and foreigners (twice as many as ten years previously).

Factors making biracial children vulnerable

Given the nature of bullying, the characteristics that distinguish them from other Japanese make biracial children likely targets. Likewise their dual heritage and search for identity make them more vulnerable emotionally. According to Noguchi (1996), because of the homogeneity of Japanese society, half-Japanese children have a strong desire to eliminate the things that alienate them from their peers (p. 34). Takahashi & Vaipae (1996) reported the case of a half-Japanese girl who asked her foreign father to not come to a school event because he didn't look Japanese (p. 147). The resistance of such children to the language of their non-Japanese parent increases dramatically upon entering schools and does not recede until the teenage or adult years (Kittaka, 1997). Moreover, many half-Japanese children attempt to hide their non-Japanese physical traits; for example children with curly or fair hair often try to alter it to be more accepted by classmates (see Kamada, 1999, p. 5; Jonnes, 1999, p. 15). These children's desire to be like everyone else is frustrated by society. A parent reports that her half-Japanese daughter felt that, ". . . people were constantly questioning the naturalness of her existence" by pointing out, directly and indirectly, her foreignness (Smith,1999, p. 49).

Gender also effects the treatment of such biracial children. McMahill (2000) found more accounts of the bullying of half-Japanese boys than of half-Japanese girls, but wonders whether this is because girls are more often *indirectly* bullied, and these cases are sometimes not reported. This is substantiated by Ross (1996), who found that, throughout the world, boys use direct bullying four times as much as girls and are victims of direct bullying twice as often, and that girls experience more indirect bullying. One mother of a half-Japanese child believes ostracism to be most common with girls, and she notes the difficulty of fighting back against such indirect attack (Otake, 1999). If half-Japanese children are targeted for bullying because of being multiracial, McMahill asserts that "the bullying could be an instance of racism, or at least a challenge to the child's right of membership in Japanese society."

Preparing Children against Bullying

Some valuable literature does exist concerning bullying and half-Japanese children. For instance, 11 accounts were published in a collection entitled, *Bullying in Japanese Schools: International Perspectives* (Gillis-Furutaka,1999). Through the experiences of these multiracial families whose children have been bullied, much can be deduced about how such families should interact with other parents, school teachers and administrators. For instance, foreign parents need to understand the Japanese way of resolving problems, and keep good relations with even disagreeable people (see Takahashi & Vaipae,1996, p. 144-145). Furthermore, four strategies for parents to prepare their half-Japanese children for Japanese schools can be deduced from these testimonials when considered together with published research.

Keeping open the lines of communication

"What I think is most important is to be able to keep open lines of communication with our own children so that we know at all times how they feel," a parent of a half-Japanese child writes (Kamada, 1999, p. 7). Through communication, children can also feel their parents' love and support. A half-Japanese adult adds, "If you have love, you can love others . . . . and you can love yourself, too" (Ashimori, 1999, p. 25). Good communication also raises children's awareness of when they are being bullied (Fried & Fried,). Suffering, which increases over time, is not easily perceived by the victims. Likewise, parents need to warn their children that verbal abuse can sometimes be camouflaged to appear as concern (p. 42). Good communication is not easily accomplished. Children have a tendency to feel that confiding with parents about bullying is shameful {see Nonaka, 1999 (cited in Ryan)} and they therefore endure the abuse in silence. A survey of Japanese parents and students revealed this pattern. In elementary school, regarding students who reported being bullied in the current school year, only 37% of their parents were aware (Noujuu, p.

193). In junior high school, the awareness of parents' fell to 33.9%. In high school, it was an abysmal 17.7%. Unfortunately, this enduring in silence does not necessarily mean the children are standing up for themselves.

Encouraging children to stand up for themselves

A mayor wrote, "Bullied children lack will-power and a sense of self-reliance" ("Saitama Mayor," 1997). In this comment, for which he was criticized by educators,- there was an important kernel of truth: passive victims are easy targets.

One parent comments, "The best way to address these problems is to get children to try to resolve them by themselves" (Wanner, 1999, p. 41). This family enrolled their son in judo classes, " . . . . where he would develop skills to protect himself from small groups of attackers." Another father advised his son, "to not start fights, but to punch back hard if he ever got hit" because this father believes a child's showing weakness is the " . . . . most dangerous thing because it (sets) a precedent and make(s) the child a target" (Satori, 1999 p. 44).

A mother explains that when parents intervene to deal with bullies, they are confirming the weakness of their own child. "The children's world has a set of rules of its own, quite different from those of the adult world. We grown-ups should try to preserve the 'balance' within it by not interfering" (p. 13). Although many of the 11 parents who wrote in *Bullying in Japanese Schools* felt that children themselves should be encouraged to "fight back," this was not always the case, with gender playing a role. An aggressive response was encouraged mostly in boys, and avoidance the preferred strategy for girls (McMahill, 2000). Several parents mentioned the belief that "boys will be boys" and that peer abuse was a rite of passage or form of communication. On the other hand, only one girl was encouraged to fight back, in this case verbally (Bethe, 1999), while three girls stopped their being bullied by changing schools (Cooney, 1999; Otake, 1999; Smith, 1999).

A distinction must be made between standing up for oneself and violence. Parents should talk about alternatives to violence; especially young men need to know how to obtain approval without resorting to it (Fried & Fried, 1996). Finally, although retaliation of any kind can escalate the cycle of revenge, children who don't stand up for themselves are the most likely to receive further aggression because they are viewed as easy targets.

Building self-esteem

Helping half-Japanese children esteem their identity is crucial for their thriving in the Japanese school environment. Many children have trouble accepting their unique identity, neither Japanese nor foreign (see Yoshida, 1999). McMahill (2000) writes that parents' positively managing their half-Japanese children's identities as well as their own encourages bilingualism and multiculturalism. Moreover, many parents teach their children to not consider themselves as being *half* Japanese, but as being *both* or *double* (e.g. Tabohashi, 1999, p. 42). One mother says, "Our children are not 'half,' they're '*both*,' which means fully Japanese as well" (Inui, 1996, p. 67). Parents should likewise help half-Japanese children to esteem the physical characteristics that distinguish them. One parent pointed out *cool* people with curly hair to her half-Japanese son, who was ashamed of his (Kamada, 1999, p. 5). These included Albert Einstein and Jesus.

Conclusions

In sum, biracial children and those who care for them must discourage bullying. By doing so, society itself may become kinder, wiser and happier. Bullying is a symptom of our misplaced values; tolerance is an expression of our true sophistication. By understanding also the bullying of any biracial children in Japan, we can take an important step forward.

Notes

1. For a compelling account of ostracism in Japanese literature, see Haruki Murakami's short story "The Silence," which appears is his collection of short stories, *The Elephant Vanishes*.

***Frank E. Daulton** and **Seki Akinori** teach in the English Department of Niigata Women's College. Both have extensive experience teaching at different levels in the Japanese public school system. As both are the fathers of young "half" children, they are concerned about the situation of biracials in this system.*
<daulton@elle.nicol.ac.jp>;
<seki@elle.nicol.ac.jp>

Dalton

Seki

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Japan's First Hosting of The International Listening Association Conference

David A. Prucha, Tokyo University of Agriculture and Technology

On August 3rd, 2000, approximately 50 participants from Japan, the United States, Scotland, and Sweden gathered at Aomori University of Health and Welfare in Aomori Prefecture for the first hosting of the International Listening Association's Regional Conference to be held outside the United States in the 20-year history of the ILA. While the ILA is a professional organization dedicated to studying the impact that listening has on all human activity, this year's conference theme was "Improving Global Communication through Listening." Participants in the two-day conference listened to speeches and presentations, asked questions, got involved in discussions, and forged new ties with one another in a remarkably friendly and well-organized atmosphere. Presentations and workshops addressed issues on various topics, relating the role of listening to recent advances of global communications. Presenters shared lesson plans connecting listening exercises with listener-learning theories being used primarily at the university level in different countries.

The general session began with a speech by Dr. Richard Halley, the ILA President-Elect, which focused on recent definitions of *active listening* and the context of the listening situation as a major determiner of the most effective active listening strategies. This was followed by concurrent sessions, including a presentation workshop by university lecturer David Prucha, who demonstrated classroom listening activities for introducing global dialects of English in the Japanese university EFL classroom. The atmosphere was further enhanced by a dinner, and a visit by conference participants to the famous Aomori Nebuta Festival on the evening of August 3rd. On August 4th, a general session was given by Dr. Michael Purdy of Governors State University, which focused on the different ways that people communicate and listen in Japan and the United States. This was followed by more concurrent sessions, and ended with a symposium on the importance of listening, given in Japanese.

> ***"Participants . . . listened to speeches and presentations, asked questions, got involved in discussions, and forged new ties with one another in a remarkably friendly and well-organized atmosphere."***

The main purpose of the conference was to provide professionals with a chance to meet, share ideas and techniques, learn more about global communication issues and trends, and to bring the ILA to Japan for the first time. All of these goals were achieved, and conference participants came away with fresh impressions and new ideas, inspired by the interesting presentations and workshops, and made memorable by the hospitality and efforts of the AUHW teaching staff and the conference co-chair, Professor Kazuo Akasaka, who was responsible for bringing the conference to Japan. Participants networked and exchanged business cards and email addresses.

The conference also attracted the attention of the local papers in Aomori City, which wrote brief summaries of the conference theme and described the efforts of participants to raise awareness of the importance of listening in global communications. Because the conference was timed to coincide with the Nebuta Festival, conference participants from outside Japan had a wonderful opportunity to experience one of Japan's largest and most famous festivals, with some participants joining directly in the huge float parade.

Papers and presentations from this first conference held in Japan can be obtained by contacting the conference chair, Professor Kazuo Akasaka, at Aomori University of Health and Welfare, Mase 58-1, Hamadte, Aomori, 030-2023, or by emailing the writer: David A. Prucha <m432bcr7@ca.mbn.or.jp>. Further information about the International Listening Association can be found at <www.listen.org>.

The International Listening Association's International Regional Conference in Amori appears to have been a success, and participants and new members are looking forward to the next annual conference in Chicago, Illinois, March 21-24, 2001. Details can be found at the above website.

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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

This month, Mark Zeid writes of a very special humanitarian endeavour that the Hiroshima chapter undertook last year to help the people of Kosovo. The coeditors invite chapters to send in a report of 800-850 words maximum in Japanese, English or a combination of both.

Kosovo Appreciation

Mark Zeid
JALT National Director of Public Relations,
Hiroshima College of Foreign Languages

Members of the Hiroshima Chapter of the Japan Association for Language Teaching reached into their pockets and closets to help the U.S. Army Command in Kosovo with a humanitarian project last year and won special recognition for it. Members of the chapter collected clothes and school supplies and then shipped them to the army in Kosovo. The chapter collected more than 250 kilograms of clothing and raised more than 180,000 yen needed for postal costs.

The project began in September 1999, when Mark Zeid, then the president of Hiroshima JALT Chapter, corresponded with a combat reporter he knew serving with U.S. Forces in Kosovo. When Zeid found out about a project where military personnel were donating school supplies for children, he sent a couple of boxes. "Operation Joint Guardian" was a project where U.S. Forces reopened schools in war-torn areas and provided assistance by fixing up the schools and donating school supplies. Most of the donations came from military personnel and their families. However, friends were welcome to join in the effort.

The most important thing was that the military provided the logistical support of getting the relief supplies to the refugees via its supply lines and military mail service. This meant the donated items wouldn't be stuck in some warehouse, a common problem with many relief efforts.

When he first started, Zeid didn't think he would do more than send a couple of boxes. However, when he received an email message saying thanks, he found out that he could do more. It turned out the refugees needed clothing as much as school supplies, especially with winter approaching.

Zeid then went to the other JALT members in Hiroshima asking for donations. "The response was better than I expected," said Zeid. "My apartment filled with boxes from all the donations I received. For six months, I gathered the donations and reboxed them. It seemed like all the members were cleaning out their closets. At each chapter meeting, members would bring in donated items and I would take them back to my apartment. The surprising thing was that most of the items were either new, still in the package, or in excellent shape."

"In total, we sent more than 35 boxes to Kosovo," said Zeid. "It got to the point where I was on a first-name basis with everyone at the local post office."

Other teachers also became involved. Many donated items and money. Others assisted in collecting clothes. Some helped with transporting the donations from chapter meetings to Zeid's apartment. In all, more than half of the chapter became involved in one way or another. At the Hiroshima Book Fair, the collection area was the largest and most popular display there. It took two cars to get everything back to Zeid's residence, and another month before he was able to go through everything and send it off.

Several of the teachers used the project as a way to get their students involved in world affairs and English classes. "I got six boxes from one school alone," commented Zeid. "Another school sent several donations and letters asking me about how the project was going. Their teacher told me the students really got excited when she read them my replies. It was great to see students becoming so involved."

"More importantly," said Zeid, "the project gave us a chance to do something to help others. It helped us to renew our convictions and commitment to education as well as reminding us of the fact that we as teachers can make a difference. It gave us the opportunity to teach our students how to help others and gave us renewed faith in them when we saw how enthusiastically our students responded. We may not have done much, but at least it was something and a step in the right direction. We see and hear about how selfish and self-centered today's kids are. It was great to see this isn't always the case."

As a result of their efforts, the chapter received a special certificate of appreciation from the U.S. Army Command. The certificate read: "For outstanding support of the Task Force Falcon and Operation Joint Guardian mission in Kosovo. Your compassionate, humanitarian gifts, school supplies and clothing for the school children of Kosovo are highly commended...Your organization's generous assistance and dedicated effort are deeply appreciated by Task Force Falcon and the people of Kosovo."

One surprising development was the reaction of the members—several of them are asking about and looking forward to their next opportunity to help others.

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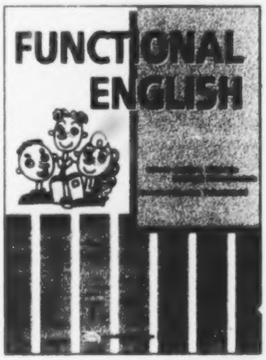

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My Share

edited by scott gardner

My Share—Live! at JALT2000 in Shizuoka

This year's My Share—Live! will take place Saturday, November 4 from 12:15 to 1 p.m. To participate, make 50 copies of a favorite lesson or activity you have created, and bring them to the Material Writers SIG desk before the swap meet. Just sign a copyright release and you will receive an admission ticket to enter the swap meet and take lessons other teachers have contributed. Share a little fun at JALT2000!

Developing Language from Photographs

Tony Ryan, *Nagoya City University*

Rationale

As teachers we come out of class and reflect on what occurred—did the students learn something today, were the activities and language suitable, did everyone participate, did they really "get" it? Most days we don't know; the nodding heads and the lack of questions suggest understanding but they don't really tell us. The following classroom idea allows the teacher to see clearly whether or not students learnt something and participated.

The rationale for the activity is based on two assumptions: (a) peer instruction in the EFL classroom is a valuable tool for the teacher; and (b) the use of L1 in the EFL classroom is a valuable tool for the teacher. The former assumes that getting students to become the teachers of their classmates is a useful and valuable technique in EFL instruction. A teacher's job is to teach and a student's job is to learn—or so we've been told. However, getting students to do as much of the teaching as possible frees up the teacher to give valuable individual attention to students, even in a large class. This swapping of roles can lead to greater interest on the part of students and also allow them to experience what the "suit" at the front is going through, which in turns leads to greater understanding of each other.

The latter assumption simply means that controlled use of L1 by the students can be valuable in the EFL classroom. Most people who speak two or more languages have played the role of translator at some point—whether shopping with friends or comparing dishes on a menu. It is a valuable skill that students use and need, but often one that is ignored in the classroom because of the teacher's inability to speak the language. The activity that follows is no problem for teachers because they don't have to speak the language. The students do all the translating. This activity has two major objectives: (a) to give students practice in pronunciation, listening, and techniques of questioning and explaining; and (b) to get students to take responsibility for learning and for teaching other students.

Resources

The text I use is the quite old and battle-tested *Speaking for Communication* by Wells (1982). This text has 50 units, each comprising two pages. The first page of each unit has a short passage of usually five to six lines (60-80 words) followed by a photograph. The passage usually describes the scene and action taking place in the photograph. The rest of the page lists important vocabulary. The second page contains comprehension questions based on the photo description and other questions for further discussion. For this activity, however, the second page is not necessary.

If you don't have the Wells text available, you can, without too much effort, come up with your own materials. Dig through your old photos and soon you'll be able to find a few suitable ones. I like pictures that have some activity occurring in them, e.g. scenes from the beach, a park, or a concert. Make sure the pictures you choose are light enough to come up well when you photocopy them. An initial mistake is choosing pictures that have too much going on in them or things that are difficult to draw. Remember, we aren't trying to get students to reproduce the photo exactly but to practice language. Also, I find candid shots rather than posed shots are the best. In writing the description, a good idea is to stick to 60-80 words in length and to simply describe the scene. Don't write abstractly about it or students will have no chance of drawing it. You can tailor the descriptions to suit different abilities. If this sounds like too much work, remember that all you need are two photo-description units each time you do the activity. There are lots of texts and thousands of magazines with photographs in them. Pick out a few and write your own descriptions. It takes less effort than you think.

Procedure

Step 1: The teacher selects two photo descriptions for the activity. The students are paired and each student is assigned one of the two photos. Students must not look at their partner's photo, as secrecy is important in this exercise.

Step 2: Student A reads the complete passage in English to Student B. Student B listens without asking questions. Student A then rereads the passage, but this time phrase by phrase, pausing so that Student B can repeat each phrase clearly and exactly.

Step 3: Student A then reads the story a third time but this time, after each sentence, he/she translates the sentence into Japanese.

Step 4: Student A rereads the story in English for the final time.

Step 5: Student B sketches an idea of the photograph onto a blank sheet of paper. At this point Student B may ask questions, but in English only. Student A may only answer in English and shouldn't volunteer information regarding the photo. Student B draws his/her interpretation of the photo based upon the passage and the questions asked of Student A. No Japanese should be used during this process.

Step 6: Roles are then reversed and student B becomes the tutor.

It's a good idea to spend five or ten minutes setting out the steps on the board and going through them with the students at the start of the session. The teacher can decide whether or not to allow the students to control the time spent on each step. The first time (i.e. when Student A is reader), I usually tell students when to go from step to step, but when they change roles they decide for themselves how long to spend on each step. This is beneficial in that it allows them gradually to take control of the task time, another step toward taking responsibility for themselves.

Evaluation

Evaluation is quite simple and straightforward and is usually completely up to the students. Upon completion of the activity, the sketch and the photograph are compared. Students often find this quite funny at first. The process is different for each pair but usually they discuss the differences and go over what they actually said to each other that brought about the resulting picture. Then, with the teacher's help, they discuss what they might or should have said. After two or three times doing this activity, the students hone their own techniques of questioning and explaining. Their questions become more focused and detailed, as do the explanations. The activity runs for upwards of thirty minutes and is student-centered. The teacher's role is to observe and identify common difficult language and to assist students individually.

Benefits

The students learn the language of the passage, practice speaking clearly and enunciating words, practice translating, learn vocabulary associated with the picture, and become tutors themselves. Additionally, they learn about describing perspective and position (right foreground, background, etc.), and practice descriptive language to the end that they can eventually describe things such as photographs without a pre-written description. Finally, and perhaps most importantly, they learn how to develop and refine their language skills themselves. It is a valuable exercise in that the students can see improvement in their own descriptive language skills.

Quick Guide

Key Words: Speaking, Reading, Pronunciation, Listening, Translating

Learner English Level: Intermediate to Advanced

Learner Maturity Level: High School and up

Preparation Time: Varies, depending on source of photographs

Activity Time: 40 minutes

Reference

Wells, T. (1986). *Speaking for communication.* Tokyo: International Communications Incorporated.

Things to Like About Our Countries

Paul Stapleton, *Hokkaido University*

Last year Jean Pearce of *The Japan Times* published a list in her column of things that foreigners like about living in Japan. This list was a collection of everyday conveniences and cultural attributes that help make Japan a pleasant place to live for people. All of us at times notice aspects of Japanese society that are either nice or not so nice when compared to "back home." Lists or collections of items such as these can be used in the language classroom to stimulate thinking on different levels.

Below is an activity that was inspired by Pearce's original list. For the sake of equality, an additional list has been added which includes things that Japanese say they like about living in the United States. Students are asked to read each item and look for two meanings, one on the surface and one more profound. Examples are included for each list so that students will have an idea of the two levels of meaning that are expected. The goal of the activity is to stimulate thinking on various levels.

Sample answers to each question have been provided below for the benefit of teachers, but should be deleted (except the "example" items) when used in class. Leave space for students to write their own answers. "Surface meaning" simply concerns the lack of these "nice things" in the other country.

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"Deep meaning" encourages students to examine cultural values and structural differences. The sample answers are sometimes controversial and not always politically correct; in fact, some readers may disagree entirely with the statements in the lists. However, the purpose of the activity is to arouse thinking, discussion, and perhaps debate, not to look for definitive answers. Teachers are encouraged to design lists based on their own experiences or native country.

The activity can be administered in various ways. One way is to let students work individually on each item and discuss answers by sharing papers among students or via class discussion. Another way is to have students work in groups in their L1 (or L2), composing joint answers in English. Another possibility is to assign one or several items to each student or group to be presented to the class.

Quick Guide
Key Words: Thinking, Comparative Culture
Learner English Level: Intermediate and up
Learner Maturity Level: University and up
Preparation Time: Copy the exercise and delete the sample answers
Activity Time: 60-90 minutes

Reference

Pearce, J. (1999, January 17). Other methods. *The Japan Times*, p. 18.

Appendix 1
Things to like about Japan

Below is a list of things Americans say they like about living in Japan. Look at the list and discuss the surface and deeper meaning of each item. The first one is done as an example.

Example

Japanese take off their shoes before going into a home and receive *oshibori* before a meal in a restaurant.

- Surface meaning: *Foreigners wear their shoes inside their homes and have no custom of using hot towels.*
- Deeper meaning: *Japanese tend to be very clean people.*

1. When the schedule says a train will depart at 9 o'clock, it departs at 9 o'clock.

- Surface meaning: [suggested answers in italics] *American trains are not as prompt.*
- Deeper meaning: *Japanese education treats mistakes very seriously. / Japanese employees feel that their company is their family and they work hard to avoid giving bad service. / Americans are less devoted to their companies.*

2. In a bank, you can sit down while you are waiting.

- Surface meaning: *There are few seats in American banks.*
- Deeper meaning: *Japanese businesses provide good service to customers who rank high in the vertical hierarchy. / Japan is full of bureaucracy so customers have to wait a long time.*

3. Women do not feel ashamed to say, "I'm a housewife."

- Surface meaning: *American women do not feel comfortable saying this.*
- Deeper meaning: *Raising a child and looking after a house is serious business in Japan. / In America, women's liberation has given women many opportunities to do things outside the home.*

4. You can withdraw as much money as you like from an ATM.

- Surface meaning: *In America there is a daily limit.*
- Deeper meaning: *Japan is safe so people carry a lot of cash without worry. / America is not as safe.*

5. A plastic statue of Colonel Sanders is outside most Kentucky Fried Chicken stores.

- Surface meaning: *There are no plastic statues of Colonel Sanders in America.*
- Deeper meaning: *There is more vandalism in America. / High schools in the U.S. have less control over youths.*

6. When you go to a restaurant, you don't have to leave a tip.

- Surface meaning: *In America you almost always leave a tip.*
- Deeper meaning: *Japan's vertical society understands inequality. / Americans in subservient positions have to be tipped because of the horizontal "everyone is equal" facade.*

7. Department stores have daycare rooms and strollers for small children.

- Surface meaning: *There are fewer of these facilities in America.*
- Deeper meaning: *Children are treated like princes and princesses in Japan. / Customers receive good treatment in Japan.*

8. The sound of a *shakuhachi*, or bamboo flute.

- Surface meaning: *These are unusual sounds in America.*
- Deeper meaning: *Bamboo is an Asian plant.*

Appendix 2
Things to like about America

Below is a list of things Japanese say they like about living in the United States. Look at the list and discuss the surface and deeper meaning of each item. The first one is done as an example.

Example
Barbecues.
- Surface meaning: *Japanese don't have many opportunities to have a barbecue.*
- Deeper meaning: *Americans eat a lot of meat. / Japanese homes do not have the space for barbecues.*

1. Rice, telephone charges, air tickets and gasoline are all cheap.
- Surface meaning: [suggested answers in italics] *These things are expensive in Japan.*
- Deeper meaning: *The government controls the price of these things in Japan, reflecting a more authoritarian society compared to America's consumer-driven society.*

2. No one cares how old you are.
- Surface meaning: *In Japan, age is critical.*
- Deeper meaning: *In vertical societies, age determines power. / America is a more horizontally organized society.*

3. In restaurants you always get enough to eat.
- Surface meaning: *Japanese restaurants tend not to give large portions.*
- Deeper meaning: *Americans are fat. / Japanese are thin.*

4. Young women don't have to worry when they ride on a crowded train.
- Surface meaning: *Perverts are common on Japanese trains.*
- Deeper meaning: *American women would shout or punch if harassed on a train. / Women in Japan are seen as inferior to men so they tolerate perverted behavior on trains.*

5. Bank ATMs (automatic teller machines) are open 365 days a year, 24 hours a day.
- Surface meaning: *Japanese ATMs are closed on holidays and after hours.*
- Deeper meaning: *Consumer power, freedom of choice and competitiveness are important in America. The Japanese government keeps a lid on these things.*

6. It is often difficult to smoke in banks, restaurants, and public places.
- Surface meaning: *Japan is a smoker's paradise.*
- Deeper meaning: *Individual rights are strong in America. / The Japanese government owns 70% of JT.*

7. There are many trees and parks in the city.
- Surface meaning: *There are fewer trees and parks in Japanese cities.*
- Deeper meaning: *Japan is small and densely populated. / The Japanese government discourages efficient land use, e.g., inheritance tax system.*

8. Restaurants give customers many choices, e.g., rare steak, salad dressing, type of bread, etc.
- Surface meaning: *There is less choice in Japan.*
- Deeper meaning: *By eating the same thing, Japanese don't stand out. / The Japanese host's job is to anticipate the needs of the customer. / Americans learn to want it their own way.*

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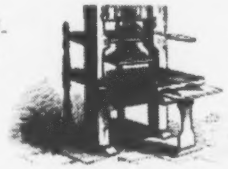
Off the Presses

edited by malcolm swanson

Off the Presses offers readers a glimpse into what is happening in the world of our publishing colleagues. This month we feature an article by Alison Kane of Oxford University Press. For further inquiries about this column, please contact <tlt_op@jalt.org>.



Education, Quality, and Service from Oxford University Press

It is a great pleasure for **Oxford University Press** to be featured in this month's "Off the Presses" column, and to have this opportunity to let *The Language Teacher* readers know about some exciting new developments at **OUP**. There is quite a lot of good news coming out of **OUP Japan** these days, but we'd like to highlight just a few new services for teachers that we hope will make evaluating and using our materials even easier.

First, we are proud to announce the launch of our new website at <www.oupjapan.co.jp>. Over the past year, we have been developing the site and carefully looking at how to meet the specific needs of teachers here in Japan. It has been an exciting process, and we hope you'll find it a valuable tool for evaluating our materials, plus keeping up to date with news and events that are of interest to EFL professionals.

We'd like to highlight some of the special features of the website and give you a taste of what you can expect when you point your browser to <www.oupjapan.co.jp>.

The site features a comprehensive, fully searchable, online catalogue. The catalogue is searchable by three methods: using key words, a "browse by" function, or by "Asking Oli." Oli is our newest OUP representative and he's available 24 hours a day, 7 days a week to assess your needs, and recommend the best Oxford materials for your teaching situation. Oli is short for **OLIVER, On-Line Interactive Virtual ELT Representative**. Oli asks visitors a series of questions about their teaching situation, including questions about the age and level of their students and the course type they are teaching. He helps visitors define their search so that they can quickly find the products they are looking for.

In addition to the online catalogue, the site also includes product tours of new titles and an online sample request form. The tours include sample pages and sample audio from full units of our latest products to give teachers a clear picture of the level and content of each title. Once teachers have found what they are looking for, they will have the option to place items in a "sample cart." Sample texts will then be sent out from our office, free of charge.

Finally the site includes two special "Members Only" sections with valuable downloads for teachers—which brings us to our second piece of exciting news! In addition to our popular service organization for teachers of children, the **Oxford Kids' Club**, OUP Japan is pleased to announce the launch of a new service program for college and university teachers—**Oxford Campus Support Service**. This free membership organization offers services tailored to meet the needs of the busy EFL college professional. In exchange for registering and keeping contact and teaching information up to date, members will be entitled to numerous special benefits and services.

Perhaps the most valuable benefit is access to the special "Members Only" section of the website. Here members will find a wealth of downloadable materials to supplement their lessons, teaching tips, extracts from new linguistics and resource titles, and featured articles written by OUP authors. The content in this "Members Only" section will be updated at regular intervals, and we hope that teachers will come back again and again to take advantage of the free support materials that Oxford has to offer.

Members of the Oxford Campus Support Service are also entitled to receive a free **Teacher Support** pack for Oxford courses that they are using at their college or university. The pack includes a free set of full components for the course being used including a student book, teacher's book, and audio component. We hope this benefit will save teachers time when choosing new books for their classes. For some teachers, this service may be particularly helpful when their institution will not provide these extra components for the teacher free of charge.

Finally members can register to have a **Book Look** on their campus or through a local teacher's organization. A Book Look is a mini book fair that comes to you. For eight teachers or more, Oxford will provide a display of teaching materials, lunch for all of the participants, free sample copies, and a lucky draw for resource materials. We can also arrange workshops and product presentations upon request. This service should be particularly helpful to teachers who are on a committee and are in need of a way to bring teachers together to look at materials for the coming year.

These are just a few of the great benefits that the Oxford Campus Support Service has to offer. For those of you who would like to find out more please visit our new website or email us at <campussupport@oupjapan.co.jp>.

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We at Oxford University Press Japan are committed to education, quality, and service and it is our wish to provide teachers with quality ELT materials and educational support services that are second to none. Again, we'd like to thank *The Language Teacher* for giving us this opportunity to share some of our "good news" with you.

Alison Kane
Oxford University Press

Departments

Book Reviews

edited by katharine isbell and oda masaki

The Book of Days: a resource book of activities for special days in the year. Adrian Wallwork. Cambridge: Cambridge University Press, 1999. pp. 112. ¥6280. ISBN: 0-521-62612-9. Cassette set: ¥5950. ISBN: 0-521-62611-0.

Here in no particular order are a few fascinating topics and bits of information that this reviewer learned from Adrian Wallwork's photocopiable resource book, *The Book of Days*: Martin Luther King's death may have been linked to the FBI; the rolling of Easter eggs was a pre-Christian pagan ritual adapted by the Catholic Church; and there are reasons why many native Canadians and Americans are uncomfortable with the implications of Thanksgiving and Columbus Day.

This follow-up to *Discussions A-Z*, another title in the Cambridge Copy Collection by the same author, is a useful and intriguing text full of many more examples of the sorts mentioned previously. It is beneficial because of its flexibility: it can be employed in sporadic doses throughout the year or used as a coherent sustained course in itself. It is also intriguing because it is that rarest of EFL creatures in that it is quite capable of teaching both the teacher and the learner a thing or two about various dates and topics.

The book is organized into 30-day segments of 2-4 pages each, running through a Western calendar year from January to December. It is accompanied by two cassette tapes. Half of each text segment is a teacher's guide and key, including a tape transcript where applicable. The students' half of each segment is intended for lower-, middle-, and upper-intermediate learners. The author states that the text is "for teenagers, but generally suitable for adults too" (p. 7); however, it is safe to say that it would be ideal for senior high school, junior college, and university oral or content-based discussion classes here in Japan. The cassettes run a total of 104 minutes with an average of five minutes per segment. The voices are sometimes authentic and sometimes non-authentic with, we are assured, real accents either way. The speed was natural enough that my students required more than one listening. They also needed some extra tasks and idiomatic vocabulary listed on the board prior to listening. Incidentally, an added bonus is the inclusion of some well-known songs. For example, the section for Day 18, Teacher's Day, includes Pink Floyd's "Another Brick in the Wall," with its enduring ungrammatical refrain, "We don't need no education." Thankfully, our students have not yet totally embraced this credo.

An example specific to Japan is Day 12, which touches on such local traditions as *hina matsuri* on March 3rd, *kodomo-no-hi* on May 5th, *shichi-go-san* on November 15th, and *seijin-no-hi* on January 15th. This unit, intended for intermediate-level teenagers, takes 25 minutes to complete and is grammatically keyed to various modal auxiliaries. The challenging listening exercises featured adults describing how they wanted children's days to be. Students enjoyed working in groups and comparing reactions. This was followed with reading and discussion questions from the photocopiable pages. While the vocabulary had to be modelled a bit, for instance, *roles*, *secular* and *excursions*, the written questions were dynamic and catalyzed the class—*In your country, do boys typically play with (weapons) and girls with dolls?* and *How has the role of children changed over the years?* (p. 43) being two excellent examples. Following Wallwork's suggestions for cross-text follow-up work, we used the section on kids from *Discussions A-Z* (pp. 48-51), which presents sometimes sensitive topics such as reasons for having children, ethics of genetic screening, and abortion.

Despite the implied progression of the 30-day cycle, there is no real need to be tied to the Western calendar or school year. This flexible, useful text can be used either in depth, or for a relatively quick lesson.

Reviewed by Tim Allan
Kwassui Women's College, Nagasaki

Open House. Mike Macfarlane and Norman Whitney. Oxford: Oxford University Press, 1998. pp. 77. ¥1900. ISBN: 0-19-435842-9. Workbook: pp. 46. ¥890. ISBN: 0-19-435844-5. Teacher's book: pp. 45. ¥2900. ISBN: 0-19-435845-3. Tape: ¥3000. ISBN: 0-19-435843-7.

Open House is an integrated-skills, American English course for adolescent children. It consists of eleven units, which are interleaved with carefully structured, formal grammar reviews. Each unit typically starts with a photomontage story and accompanying text supported by the cassette tape and moves onto comprehension, language expansion, pronunciation, and grammar exercises. The units are attractively designed and students get to know the characters as they reappear in each unit.

The student's book assumes no previous knowledge of English. It opens with an eight-page section entitled Let's get ready! Rudimentary greetings, numbers, days, months, and self-introduction are introduced and are supported by brief recorded excerpts. These excerpts are recorded with children talking quite naturally, which while commendable, may easily lose less motivated children. In this initial section, and in the units which follow, the *be*-verb is continuously and systematically reintroduced, a feature that I was happy to find since it is often under-treated in other textbooks. However, the book does move along at a very fast pace, and I was left with the impression that actual student acquisition might fall far behind the pace that was required by the book. This leads me to suspect that the book is aimed more at the international market and students whose mother tongue has a close equivalent to the *be*-verb. Further the book assumes that its target students have already mastered reading a Roman alphabet.

There are other aspects of the book which are challenging for young Japanese students. For example, young children of age eleven are portrayed as visiting the cinema by themselves, a phenomenon that children in this country might find rather unusual. This is an issue that recurs in the book, and, whilst not a major problem, the teacher is left wishing that the text was more in tune with the reality of young children in this country. However, the listening tasks are quite well structured, and I noticed that my young learners were quite pleased with their ability to comprehend the English. Scenes such as riding a bus in America are presented and these can be turned quite easily into fun role-play games.

The teacher's book is not especially informative, and I found that I did not need to refer to it since the student's book is quite clear in its pedagogic direction. The workbook, however, is useful once students have managed to master the grammar presented in the student book.

I used this book with a group of six children who benefited from using it. As a result, they enjoyed the growth they experienced in English. However, they quickly became distracted and needed to take regular breaks. I would recommend this book, but only for children in a calm and highly motivated classroom.

Reviewed by David Coulson
Niigata JALT

Vocabulary in Use: Intermediate. S. Redman & E. Shaw. Cambridge: Cambridge University Press, 1999. pp. 266. ¥3420 (with answers). ISBN: 0521634776. ¥3080 (without answers). ISBN: 0521634784.

Vocabulary in Use: Intermediate has been published for learners wishing to learn North American English and is the sister book to *Vocabulary in Use: Upper Intermediate*. It is another in the *In Use* series that presents vocabulary in self-study books or as teacher's resources. The practice exercises in the book concentrate on getting the learner to select the correct form of the word rather than extending this vocabulary to real use. It is divided into 100 units based around thematic areas such as movies, transport, or daily routines. The left page of each unit has an explanation or presentation of the vocabulary and the right page has practice activities for it. In general, the text is of the same high standard as the other *In Use* books. However, this is not to say the book is without difficulties.

The lack of an appropriate index is a major oversight. While the index lists all the words presented in the book, this is not useful to a student who does not know a word in the index. I would like to see an index that mentions the locations of the themes and subcategories rather than present a list of words. Sometimes it is not altogether intuitive where certain themes can be found. For example, *dating* words are placed in a unit called Ages and Stages and *accidents* is in On the road. While dating can be called a stage in a life, and accidents do occur on roads, one cannot find these thematic subcategories by looking at the index.

Most of the units present about 20 to 40 words. The very nature of presenting so much vocabulary in every unit means that it will not all be practised in the exercises. A quick calculation of a few pages shows that sometimes as few as 60% of the words presented are practised. It is also not altogether clear how words have been selected for presentation, as there are some obvious omissions. For example, the section on patterns for clothes omits the words *plain* and *solid* which are just as common as any of the others presented.

In addition, some of the explanations are more difficult to understand than the target vocabulary item. For example, *vocational studies* is used to describe the kind of studies at a community college whereas *a school for training people for work* may have a better chance of being understood by intermediate students.

Finally, collocations are not particularly emphasized in the book, which is surprising given the presence of strong collocates in the presentation section. I feel more could have been done to emphasize them.

Despite the book's shortcomings, which I hope will be rectified in a second edition, this book is still a very valuable source of information for students regarding vocabulary. Therefore, I would recommend this book to both students and teachers alike.

Reviewed by Rob Waring
Notre Dame Seishin University, Okayama

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of November. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Children

!**Join In Starter** (student's, teacher's, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and ELI, 2000.

!**Join In 1** (student's, teacher's, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and ELI, 2000.

!**Join In 2** (student's, teacher's, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and ELI, 2000.

!**Playway to English 1** (student's, teacher's, cassette, activity book, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and Edition Helbing, 1998.

!**Playway to English 2** (student's, teacher's, cassette, activity book, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and Edition Helbing, 1998.

Course Books

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JALT News

edited by amy e. hawley

The JALT2000 Conference in Shizuoka is upon the horizon and I hope that I will see many of your faces in attendance. The JALT2000 team has worked extremely hard. The first contribution from Mark Zeid is a letter of thanks for the support and dedication that people have given to this year's conference. I don't think that any of us can say thank you enough to JALT's sponsors and hardworking volunteers. Without them the conference, and JALT, could not continue to meet the needs of language teachers in Japan.

The other two contributions are both from Gene van Troyer. The first is about ISBN Assistance that the JALT Central Office is trying to make available to chapters and SIGs. This is an important item for all those in JALT who will publish things in the future. The last item is a brief announcement about the JALT Central Office being able to allow chapters and SIGs to use the TLT's third class mailing permit. Both contributions from Mr. van Troyer are in the trial stages so, please read the details carefully and let the National Directors and/or JALT Central Office know what you think about them.

Enjoy the column and see you at Granship!

静岡でのJALT2000年次大会も間近にせまり、皆さんに会えるのを楽しみにしています。JALT2000のチームは非常な重労働をこなしてくれました。最初の記事は、今年度の年次大会の開催に関し、支援、献身をしてくださった皆さんに対するMark Zeidからのお礼を掲載しています。また、JALTのスポンサーやボランティアの皆様には、いくらお礼を述べても足りないくらいでしょう。皆さんのご協力なくして、JALTも大会も開催し続けることは不可能であったでしょう。

Gene van Troyerからの二つの記事は、JALT事務局の支部と分野別研究会の維持に関するISBNからの援助に関するものです。これは、JALTが将来的に出版物を発行していくために、なくてはならないものです。もう一つはJALT事務局は支部と分野別研究会がTLTの第三種郵便物取り扱い許可を使用することができるように計画していることに関してです。

van Troyeからの投稿は、現時点では不確定なものですので、どうぞ注意深くお読みになり、それについてどのような考えがあるかを理事や事務局へお聞かせください。

では、コラムをお楽しみください。そして、静岡で会いましょう。

JALT2000 Support

Members of the Japan Association for Language Teaching (JALT) have some good news greeting them as they return to their classrooms this fall. Over the summer, JALT has garnered the largest amount of support for its annual conference in years.

This year, the annual conference, JALT2000, takes place November 2-5 in Shizuoka. The best news is the number of organizations giving *koen meigi*, official support and endorsement of JALT and JALT2000. The Shizuoka City and Prefecture Boards of Education, Shizuoka Shinbunsha - SBS Shizuoka Hoso, The Japan Foundation, The Japan Science Council and Monbusho have all given *koen meigi* for the conference. This *koen meigi* recognizes JALT2000 and JALT's programs as professional training and allows teachers to participate without lost of time or pay from work.

In addition, JALT's Associate Members, corporations which pay a special membership fee to support JALT, have been especially generous in their donations. The British Council continue a decade-long tradition by sponsoring one of the plenary speakers at the conference. Several other companies, such as Banner Financial Services, Pearson Education, Tuttle Publishing, and ELT Software Store are sponsoring special events or services at the conference. Still others, including Oxford University Press, Pearson Education, and David English House are helping with publicity. Several others, including Cambridge University Press, Oxford University Press, Pearson Education, Aston University, Dyned, MacMillan Language House, NCELTR, and Tuttle Publishing are sponsoring featured speaker workshops or plenary speakers at the conference.

Another surprising show of support has been from the JALT members themselves. Several Special Interest Groups such as College and University, Gender Awareness in Language Education, Learner Development, Testing, and Women in Education and Language Learning SIGs are sponsoring feature speaker workshops as well.

Finally, there has been the wonderful support from all the volunteers working throughout Japan to ensure JALT2000 is the best ever. Because of member support, the conference will have a Parent-Child Room to provide childcare for the first time, special Sheltered English Workshops for nonnative speakers of English, and the Job Information Center, one the conference's most popular attractions. With all of this support, JALT2000 is sure to be a success and a great time for all who attend.

For more information, contact Mark Zeid, JALT National Director of Public Relations; Hiroshima College of Foreign Languages, 1-3-12 Senda Machi, Naka-ku, Hiroshima 730-0052; t: 082-241-8900; f: 082-249-2321; email: <mzeid@ann.ne.jp>.

The Job Information Center at JALT99—one of the ways JALT supports you.

詳細はMark Zeidにお問い合わせください（連絡先 [illegible] 文をご参照ください）

JALT会員の皆さんには、グッドニュースがいくつかあります。

今夏、JALTは今年度年次大会のための多くの援助を得ました。今年の年次大会は11月2日～5日に静岡で開催されます。最良のニュースはJALTとJALT2000に対して、後援として公的な支援の確約をいくつかの組織から得たことです。静岡市、静岡県教育委員会、静岡新聞社、SBS静岡放送、国際交流基金、the Japan Science Council、文部省の後援により今年度の大会が開催されます。

さらに、JALT賛助会員の皆様には、JALTを支援するために特別な会費をお支払いいただき、誠にありがとうございます。The British Councilのようないくつかの企業は、大会における講演者の支援を10年以上にわたっていただいています。そして、Banner Financial Services、Pearson Education、Tuttle Publishing、ELT Software Store等は特別イベントやサービスのスポンサーとして支援いただいています。また、Oxford University Press、Pearson Education、David English House等には、広報の援助をいただきました。さらに、Cambridge University Press、Oxford University Press、Pearson Education、Aston University、Dyned、MacMillan Language House、NCELTR、Tuttle Publishingには、特別スピーカーのワークショップ等の援助をいただきました。

同時に、JALT会員からも多大な協力をいただきました。大学外国語教育、ジェンダーと言語教育、学習者ディベロップメント、試験と評価、教育における女性、言語学習などいくつかの分野別研究会は、特別スピーカーの支援をしていただきました。

最後に、常に最高のJALT2000を提供するために、日本の至る所で活動を行っている全てのボランティアから、素晴らしいサポートをいただきました。これらのサポートにより、年次大会では初めて託児所を確保することができ、非英語母語話者に対する特別なワークショップとJob Information Centerを開催することができました。これらの支援のおかげで、年次大会はかならず全ての参加者にすばらしい時間と達成感を提供できるでしょう。

ISBN Assistance

Through cooperation with the JALT Central Office and the JALT Publications Board, JALT National plans to make available to special SIG and Chapter publications the allocation of ISBNs for a nominal service fee of 2000 yen per title, the fee being necessary to defray costs for processing, filing and registration. As a test of this service, the JALT Publications Board agreed to assign one of its three remaining reserved ISBNs to the upcoming CUE SIG conference proceedings.

While this fee may seem high to some, the cost of individually registering a title would cost a SIG 5000 yen. JALT can purchase allocations of groups of numbers and then assign these numbers on a case-by-case basis, along with instructions about what needs to be done on the part of the SIG or Chapter requesting the ISBN.

ISBN allocations will be strictly limited to books (collections of articles, monographs and conference proceedings), either print or CD, and are not available for serial publications such as newsletters and periodical journals (NLs and Journals must acquire their own ISSNs). Please contact the JALT Central Office for more information on how to apply for this service. Unfortunately ISBNs cannot be retroactively assigned to books that have already been published.

The allocation of a JALT-held ISBN does not affect the status of a book as a special SIG or Chapter project. However, for registration purposes it does bring such a book under the umbrella of being a JALT publication, and on all international listings the SIG publication would be designated as a JALT publication. Also for those who may be wondering, ISBN allocation does not mean that the SIG publication becomes a JALT property, but rather a publication issued under the auspices of JALT.

JALT事務局とJALT出版委員会の協力のもと、JALT評議会は、割安な料金によるISBN割り当てをSIGと支部の出版物に対して適用することを計画しています。このサービスの試行として、JALT出版委員会はISBNの3つの残り分をCUE SIGの予稿集として割り当てることに同意しました。この費用は割高に感じられるかもしれませんが、個別に登録した場合のコストは5000円となります。JALTはいくつかの割り当てを購入し、それらをケースに応じて配分することとしました。ISBNの割り当ては書籍に厳しく限定されており、ニューズレターや定期刊行のジャーナルには適用されません。詳細はJALT事務局にお問い合わせください。

また、詳細は、英文をご覧ください。

Gene van Troyer, Publications Board Director

3rd Class Postal Relief

JALT National is also exploring a way in which SIGs and Chapters can mail their publications using TLT's 3rd Class postal permit. This system will require that all of these publications identify themselves on the cover (in Japanese) as "special supplements of TLT v. # n. #." At this stage JALT is considering this option for only books and journals, but newsletters might also be able to qualify on a case-by-case basis at a later date.

Again, as a test run for this service, the JALT Publications Board has agreed to allow the CUE SIG to mail its forth-coming proceedings volume under its 3rd Class permit. JALT currently does this with a very few other publications issued by JALT National, and believes that it can extend the savings at least to certain SIG and Chapter publications at this time.

JALT評議会は、分野別研究会と支部が出版物をTLTの第三種郵便物認可を利用して送付できるようになる方法を検討しています。この制度は全ての出版物の表紙に「TLT特別号第～巻第～号」という表示が求められます。現時点では、書籍及びジャーナルについてのみ、この制度を利用し、ニューズレターに関してはケースに応じて適用できるように検討中です。試行として、CUE SIGの予稿集にこの制度を利用することに決定いたしました。詳細は英文をご覧ください。

Gene van Troyer, Publications Board Director

Towards the New Millennium
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JALT 2000
Granship, Shizuoka
グランシップ，静岡
November 2-5, 2000
11月2～5日2000年

JALT2000 Conference News

edited by l. dennis woolbright

THANK YOU! ありがとう! THANK YOU! ありがとう! THANK YOU! ありがとう!

JALT is a volunteer organization and every year hundreds of people volunteer their time and services to make the conference a success. It is not possible or even preferable to thank every person here. The people who have made JALT2000 possible are members and non-members, officers and non-officers, paid staff, and volunteers. The thing that makes a conference a success is everyone's willingness to do a little more and sometimes a lot more than they bargained for. JALT2000 was no exception. Thank you all for all you do!

To Our Sponsors – Thank You!

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Dr. Jane Sunderland	*The British Council* *Gender Awareness in Language Education (GALE) JALT SIG* *Women in Education and Language Learning (WELL) JALT SIG*
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Dr. Brian Tomlinson	*Cambridge University Press*
Ms. Norma Shapiro	*Oxford University Press*
Ms. Sally Wehmeier	*Oxford University Press*
Dr. Dave Willis	*David English House*

Although no sponsors were approached for **Professor Kumiko Torikai**, we all feel that she deserves special mention for her support of JALT. Her reputation and insights brought a special excitement to our conference and we deeply appreciate her presence among us. Thank you Professor Torikai!

Koen-meigi

It is our great pleasure to announce that JALT was granted "*Koen-meigi*-official assignment" from the Ministry of Education (Monbusho) in addition to the *Koen-meigi* from The Japan Science Council, Shizuoka Prefecture and City Boards of Education, The Japan Foundation, Shizuoka Shinbunsha-SBS Shizuoka Hoso, and sponsorship from JALT Associate Members & SIGs to the 26th JALT International Conference on Language Teaching and Learning & Educational Materials Exposition (JALT 2000), November 2 to 5 at the Shizuoka Convention & Arts Centre Granship.

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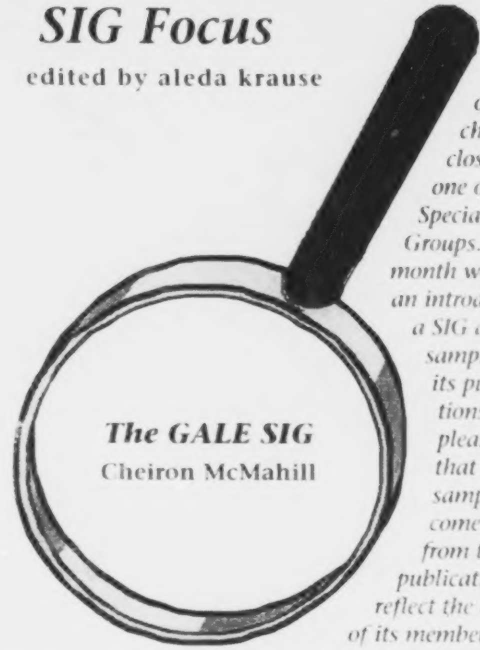
SIG Focus

edited by aleda krause

The SIG Focus column offers a chance for a closer look at one of JALT's Special Interest Groups. Each month we publish an introduction to a SIG and some samples from its publications. Readers please note that the sample articles come directly from the SIG's publications and reflect the concerns of its members, not necessarily those of The Language Teacher.



The GALE SIG

Cheiron McMahill

As the co-coordinator and one of the founding members of the Gender Awareness in Language Education (GALE) SIG, it is a pleasure to have this opportunity to share one of our newsletter articles and a bibliography with you and tell you a little about the make-up and history of our group. GALE was approved as a forming Special Interest Group in November of 1998 and given Affiliate approval in 1999. In a recent count, GALE had 78 members, of which, judging by names, 14 are Japanese, 23 are male, and a few members reside outside of Japan.

The excitement and diversity of gender studies is witnessed by the range of topics we have addressed in the past two years. Our first mini-conference was jointly sponsored with Women in Education and Language Learning (WELL) in Tokyo in 1999. Forty-two people attended workshops held in English, Japanese, or bilingually. Topics included lesbian representations in modern Japanese literature, female sexuality in Japanese mythology, and assertiveness training (held in Japanese) for nonnative speakers of Japanese.

In fact, however, since around 1996, people who played a central role in establishing GALE have been visible presenting at JALT conferences on gender issues previously unaddressed there, such as feminist pedagogy and teaching about gender cross-culturally. JALT98 saw the breakthrough of two presentations with the words "gay" and "lesbian" in their abstract or title. For the first time that year, it was also significant that the category "Gender Issues in Language Education" was on the list of content area categories for presentations. And GALE and WELL members at JALT98 helped facilitate the selection of Kei Imai, a female Japanese professor of economics, who gave a plenary address on "Women Graduates in Employment." JALT plenary speakers have tended in the past to be non-Japanese males, although this trend is dramatically reversed at JALT2000, with all four plenary speakers being female.

WELL members and the founding members of GALE have also had a hand in many gender-related publications which paved the way for our SIG's formation and acceptance. A prime example was the May 1998 volume of *The Language Teacher*, a special issue entitled, "Gender Issues in Language Teaching" (Smith & Yamashiro, 1998). It includes nine main research articles, two of which are written in Japanese, an opinion and perspective piece, three teaching materials articles, and a list of gender resources on the Internet. So many submissions were collected that three articles spilled over into the June issue of *TLT* (MacGregor, 1998).

At JALT99 GALE had its own designated room where presentations were held on topics such as sexual harassment; publishing; collaborative writing; teachers effecting change in schools; linguistic challenges to minorities and women; teaching the topic of gender, sex, and sexuality; and translating feminist theory.

GALE also had its own room at a one-day conference of College and University Educators within JALT in May 2000. Most recently, GALE had its first two-day Symposium and Retreat in Hiroshima in June 2000. GALE's positive evolution was seen in the much-increased participation of men as conference organizers, presenters and even as the topic of presentations, as in a groundbreaking paper on masculinities. GALE also became an increasingly international group, with presentations in Hiroshima by scholars visiting from Canada. The conference now being planned for June 2001 will feature well-known scholars on East Asian Studies who are based outside of Japan along with Japan-based language educators, with the theme of Gender and Minorities in Japan and a special emphasis on Ainu research.

At the JALT2000 conference, in large part through the organizing efforts and fund-raising of GALE and WELL, Jane Sunderland of Lancaster University will be a special Plenary Guest Speaker, talking on "Critical Pedagogy in Language Classrooms," and will also give a 3-hour Featured Speaker Workshop on "Researching Gender in Language Education." GALE is also sponsoring a colloquium and a panel in Shizuoka, the former on gender research methods and issues and the latter on gender-related workplace problems and rights.

The international conferences of the American

Association for Applied Linguistics (AAAL), and Teachers of English to Speakers of Other Languages (TESOL) in Vancouver, Canada in March 2000 both had colloquia on gender issues organized by GALE and WELL member Amy Yamashiro. Several other members of GALE and WELL based in Japan or North America participated in these colloquia, including Stephanie Vandrick of the University of San Francisco, whose article is reprinted here.

Finally, plans are underway for the launching of a new international bilingual journal based in Japan called the *Journal of Engaged Pedagogy*, inspired by the educational philosophy of black feminist bell hooks. We are talking online and meeting every few months to discuss our own vision of what engaged pedagogy means, both as a way to clarify the focus of the new journal and as a way to enrich our own teaching. This publication project and presentations at conferences outside of Japan has made GALE more international in its outlook and membership, while we maintain our core purpose of helping like-minded language teachers in Japan connect with each other.

I would like to end by giving you some contact information not only for GALE, but also for WELL and another wonderful resource on gender issues, the Rainbow Educators Network (REN). After the article is a bibliography of gender- and Japan-related language education research, prepared by Jacqueline D. Beebe. See you in Shizuoka!

Acknowledgements: Many thanks to Jackie Beebe, Kathy Riley and Stephanie Vandrick for their help in preparing this introduction and the reprint of the GALE newsletter article.

Contact Information:
Gender Awareness in Language Education (GALE): Homepage: <www2.gol.com/users/ath/gale>; Coordinators: Cheiron McMahill; <cheiron@gpwu.ac.jp>; t: 0274-74-9488; 5494 Akihata, Kanra-machi, Kanra-gun, Gunma-ken 370-2204; and Thomas Hardy; <hardy@lit.tamagawa.ac.jp>. Newsletter editor: Kathy Riley; <rileykb@lit.tamagawa.ac.jp>. June 2001 Conference: Sean Curtin; <curtin@mail_sv.rchokkaido-cn.ac.jp>.
Women Educators and Language Learners (WELL): Homepage: <www.miyazaki-mic.ac.jp/faculty/kisbell/well/well.html>; Coordinator: Jackie Beebe, <jbeebe@gol.com>. Membership: Renate Tamamushi; <rtama@lit.tamagawa.ac.jp>; 4-16-21-604 Taka-ishi, Asao-ku, Kawasaki-shi 215-0003. Newsletter editor: Jane Joritz-Nakagawa; <vt2j-nkgw@asahi-net.or.jp>.
Rainbow Educators' Network (REN): Website: <www2.gol.com/users/aidsed/rainbow/>; Email list coordinator: <phiro@gol.com>.

The Case for More Research on Female Students in the ESL/EFL Classroom

Stephanie Vandrick,
University of San Francisco

The past twenty-five years have presented educators with a wealth of research on what happens to girls and young women in schools, and the news is not good: there are serious problems. However, the positive side is that the research has been widely publicized, and that educators have made efforts to improve the situation. Female students in K-12 schools and in college in the United States and elsewhere are benefiting from the research. Do female ESL/EFL students, in all countries and at all levels, deserve any less? ESL/EFL teachers and scholars need both to apply the findings of gender research to our classrooms and to carry out research specific to the situations of female ESL/EFL students. Here I focus on research regarding the development of adolescent and college-age females, and its pedagogical implications; I do not focus on specifically linguistic questions regarding language and gender. I also focus on research now available in the United States, where I live and teach; much, but not all, of this research has implications for other settings as well.

Extensive research on the psychological and social development of adolescent girls and young women, and on ways in which such development affects and is affected by the educational environment, has been done by such researchers as Gilligan (1992), Horner (1972), Orenstein (1994), Sadker and Sadker (1994), and Sandler, Silverberg, and Hall (1996). The research suggests that girls do not receive equal attention from teachers, that girls are often sexually harassed in schools, that adolescent girls lose confidence in their academic abilities (particularly in math and science), that girls benefit from single sex education, that girls work better in cooperative rather than competitive classroom settings, and that girls need female role models and mentors.

Many teachers and administrators are attempting to apply this research in order to improve conditions for female students. There is, so far, less research showing the effects of such changes in the classroom, but there is some. For example, one review of the research demonstrated that, for young students in U.S. schools, "academic achievement ...was positively correlated with use of nonsexist...curriculum materials" (AAUW, p. 62). Female ESL/EFL students have benefited somewhat, at least indirectly, from this gender research. Now we need to find out which research results apply to ESL/EFL students and classrooms. We also need to find out which cultural variables affect the research results. For example, the situation of female students in Islamic countries differs somewhat from that of female students in Western countries; it would be useful to design studies specific to each situation.

Some research has already been done on ESL settings (e.g., Sunderland, 1994; Yepez, 1994); much more is needed. Willett (1996) examines the lack of research on gender in ESL, and asks the following probing questions: "Why has the TESOL profession taken so long to examine gender?...Is it that TESOL theorists are merely interested in other topics, having conceptualized language use and language learning as primarily cognitive processes rather than social processes...? Do some researchers avoid topics such as gender...in order to stay out of identity politics?...Whose stories are being told in our research...?" (p. 344). Whatever the reasons, fairness dictates that it is time for the field of ESL/EFL to further explore these issues.

First, I suggest that some of the studies already done elsewhere be replicated in ESL/EFL settings. Second, I suggest that new studies be designed for the specific situations of various types of ESL/EFL classes. Here I offer a few examples of broad research questions, many of which have already been studied in non-ESL settings. Are there differences in learning styles between females and males in ESL/EFL classes? Do male students talk more? Do teachers call on male students more? Do teachers ask male students more substantive questions? Do female students learn better when they work collaboratively? Which kinds of small groups work best in class: single sex or mixed? Do female students do better than males in certain skills or classes (e.g. writing, as opposed to speaking)? Do students expect female instructors to be more nurturing, and if so, do they respond negatively to female instructors who do not fit this image? Are essays by female and male students graded differently? Do female students get equal exposure to technology in classes and laboratories? How are female students affected by the representation of females in language learning materials? How are females and males affected by explicit classroom discussion of, and reading about, gender issues? The above questions are only a few of the many possible. The important point is that researchers do turn some attention to these issues of gender and learning, and particularly to the situation of female students, in the ESL/EFL world.

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Readers interested in a longer list of resources may email the author at <vandricks@usfca.edu>. The original version of this article appeared in *TESOL Matters*, April/May 1999 (Vol. 9, No. 2), page 16.

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prepared by Jacqueline D. Beebe

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Special Interest Groups News

edited by robert long

Interested in learning more about your SIG? Please feel free to contact the coordinators listed after this column or during the convention in Shizuoka. The SIGS have several dynamic forums and presentations lined up. I hope to see you all there.

CALL: The CALL SIG has many events planned for JALT2000 in Shizuoka. Stop at our table to get more information. Don't miss our forum on Saturday, November 4, 10:15-12:00. The forum will run on a software fair and poster session model with people showing and/or explaining their favorite software or projects. For more information visit <http://jaltcall.org/ conferences/jalt2000> or email <elin@gol.com>.

Cross Culture: Crossing Cultures SIG JALT members interested in intercultural communication are invited to participate in our forming SIG's first forum at JALT2000 on Friday, November 3, 10:15-12:00 in Room #903.This meeting inaugurates the conference collaboration of JALT CC-SIG and SIETAR Japan, which have jointly planned the program. Yashiro Kyoko will lead the session on the intercultural dimensions of the EFL classroom. Following the forum is the Annual General Meeting to which everyone is warmly welcomed. Your participation is vital to the growth of this group.

GALE: Meet special guest plenary speaker Jane Sunderland and get to know more about GALE at the GALE/WELL/REN annual dinner on Friday night at JALT2000. Also, GALE needs new officers this year so please attend our AGM and volunteer.

OLE: OLE (Other Language Educators) and OLE-

The Language Teacher ***runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication.***

For further details, please contact the Editor.

related events will abound at JALT2000. Maybe you want to spend a whole day experiencing how languages beyond English are learned, taught and researched. You can do that on Saturday all day: OLE Forum (10:15-12, Room 905), Annual General Meeting (12:15-13, Room #905), German and French workshops, individual OLE-related presentations. If you would like to attend famous Special Guest Speaker Gabriele Kasper's multicultural-based presentations (sponsored by OLE and other SIGs), check the handbook for the dates and venues. Or if you would like to see how various countries' embassies officially represent their languages and cultures for the new millennium, attend the discussion on Sunday morning at 9:15. You will have ample opportunities to satisfy your interests. We will also have a table (with OLE NLs 16 and 17 containing extensive information).

Materials Writers: Our presence at JALT2000 will include our sponsored roundtable at 10:00 a.m. Friday, featuring Dr Brian Tomlinson of the National University of Singapore, followed immediately by our Annual General Meeting at 12:00. Our annual materials swap-meet is scheduled for Saturday at 12:00. Bring 50 copies of a lesson you've created to the MW hospitality table sometime Friday, show up at the swap-meet on Saturday, and go home with lots of new ideas to add to your bag of tricks.

PALE: *The Japan Association for Language Teaching's Journal of Professional Issues* has finally gotten its Spring 2000 issue up on the web (it came out some months ago) and is found at <www.voicenet.co.jp/~davald/PALEspring2000.html>. It deals with topics that are not simply JALT related, and as proof, a table of contents and a comment from the editor. Follow the above link if you want to read the whole issue. Back issues at <www.voicenet.co.jp/~davald/PALEJournals.html>. Our mailing list may be joined by viewing <www.topica.com/lists/PALE> or by emailing to <PALE@topica.com>.

Pragmatics: The Pragmatics forming SIG is interested in what people are doing with words. More specifically, the SIG provides a forum for research and teaching of cross-cultural pragmatics, interlanguage pragmatics as well as cross-cultural communication. The SIG will sponsor a forum on "Pragmatics and Media" and be a cosponsor for Dr. Gabriele Kasper's plenary speech at JALT2000. Also, the latest issue of the newsletter *Pragmatic Matters* will be ready for distribution during the conference. We are looking for new members. Contact Yamashita Sayoko, coordinator, for more information, or come to the SIG's general meeting at JALT2000.

Teacher Education: The Teacher Education SIG will have a table at JALT2000. We'll be there to explain the SIG, share ideas, and answer questions. All members are encouraged to stop by and leave their email and to sit at the table for an hour or so to talk to interested people. There will also be a sign up sheet for the annual SIG dinner. We will also sponsor Jack Millet from School for International Training leading a workshop on Teacher Reflection on Saturday at 10:15. Tim Knowles from Sophia University will also represent the SIG as he leads a discussion on Action Research for Empowerment on Friday from 16:15-17:00. The SIG annual meeting will be held on Saturday just after Jack Millet's presentation at 12:15. We will be asking for new and veteran members' ideas for involvement in the SIG for the next year. Come to listen, participate and learn more about the SIG.

Teaching Children: Visit the Teaching Children table at JALT2000 and make your mark! Put a pin in our map of Japan to let everyone else know where you're from. Then take a chance to win some wonderful prizes through our drawing. While you're at it, don't miss our SIG forum, "The World in the Elementary Classroom," on Saturday from 10:15-12 in room 910. And then join our annual meeting just following at 12:15. We're looking forward to meeting you!

SIG Contacts

Bilingualism—Peter Gray, t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); <elin@gol.com>; website <www.jaltcall.org/>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>

Japanese as a Second Language—Stacey Tarvin Isomura; <stacey@gol.com>

Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); <barrym@gol.com>; website <http://www.esl.sakuragaoka.ac.jp/tsh/>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>

Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w); <haig@nagoya-wu.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Teacher Education—Lois Scott-Conley; <lois.scott-conley@sit.edu>; website <www.jalt.org/teach/>

Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; <aleda@gol.com>

Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); <lyoffe@edu.gunma-u.ac.jp>; website <www.jalt.org/test/>

Video—Daniel Walsh; t: 0722-99-5127(h); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>; website <www.aasa.ac.jp/~dcdycus/>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); <reinelt@ll.ehime-u.ac.jp>

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website <http://www2.gol.com/users/ath/gale/>

Forming SIGs

Pragmatics—Yamashita Sayoko; t/f: 03-5803-5908(w); <yama@cmn.tmd.ac.jp>

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

Cross Culture—David Brooks; t: 042-778-8052(w); f: 042-778-9233; <dbrooks@tkb.att.ne.jp>

Getting in touch with* TLT *just got a whole lot easier!

Use this list for easy reference.

Editor (E)	<tlt_ed@jalt.org>
Editor (J)	<tlt_edj@jalt.org>
Chapter In Your Life	<tlt_cl@jalt.org>
My Share	<tlt_ms@jalt.org>
Book Reviews	<tlt_br@jalt.org>
Publisher's Reviews	<tlt_pr@jalt.org>
SIG Reports	<tlt_sig@jalt.org>
Chap Reports	<tlt_chre@jalt.org>
Chapter Meetings	<tlt_chmt@jalt.org>
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Conference Calendar	<tlt_cc@jalt.org>
Job Info Center	<tlt_jic@jalt.org>
JALT2000 News	<tlt_conf@jalt.org>
Advertising Info	<tlt_ad@jalt.org>

Chapter Reports

edited by diane pelyk

Kitakyushu: July 2000—*Polishing Your Presentation* by Malcolm Swanson, Dennis Woolbright, Niiyama Miki, Yamazaki Fumiko, and Lyuda Fudzikata. This meeting was divided into two parts and allowed interested participants to polish their presentation skills. First, participants brought along the results of their research or other materials. Some worked one-on-one with Swanson in putting together a PowerPoint presentation of their outlines and graphics, while others rehearsed and practiced their introductions with Woolbright. During the second part of the meeting, the audience was treated to a taste of their newly acquired skills as they presented a twenty-minute portion of their material.

Niiyama reported on a small-scale study she did of peer feedback in EFL writing. Students presented anonymous feedback to their peers on first and second drafts of paragraphs according to the style used by the teacher. Students reacted quite favorably and seemed to feel that the biggest benefit was help in realizing when their ideas were not presented in a sufficiently clear manner.

Yamazaki made a presentation on language proficiency tests and real-world tasks, focusing on the language appropriateness of tests required of nonnative English speakers matriculating in a graduate EFL program. She concluded that the tests by themselves cannot identify the level of academic research and writing skills because of the very specific jargon required of such coursework.

Finally, Fudzikata shared how she became a fluent speaker of English through the study of movies and TV and how she teaches her private students to do the same. Since one must watch the same video a dozen times, the presenter recommends using light-hearted comedies and love stories with a lot of everyday conversation.

Reported by Margaret Orleans

Nagasaki: July 2000—*Testing Theory and Activities* by Michele Ruhl-Harada. Can alternative testing methods alleviate teachers' workloads and increase students' self-determination, motivation, and autonomy? Usually evaluation is done by a test established by the teacher and graded according to a set of prescribed criteria. What if students evaluated themselves and their peers according to their own criteria and decided their own final grades without orthodox tests?

To explore these ideas, the presenter gave an interactive test to sixteen of her second-year college English conversation students, drawing on vocabulary and topics from the course text. Topics were selected by the students and pairings were randomly arranged. Peer- and self-evaluations were performed; the presenter also taped the sessions for later teacher-based evaluation.

For the purposes of her research, as well as for this presentation, Ruhl-Harada chose four methods of data analysis: correlation coefficient, scatter diagram, Spearman's rank-difference, and awareness based on class averages. She discussed and answered many questions about the general and specific reliability of students' self-scoring, concluding that "ideally, the teacher's job could be alleviated by students grading themselves," but further cautioning that such a path is not dependable enough to completely eliminate the need for teacher-based evaluations.

Reported by Tim Allan

Nagoya: June 2000—*Conversational Storytelling in the Language Class* by Bob Jones. Those of you familiar with Bob Jones can attest to the fact that he is brimming with great ideas for classroom activities. In this presentation, he shared how personal stories can be used to increase students' awareness of the differences between written and spoken English. Special attention was also given to the importance of providing listeners with an orientation or setting, and the transition from the orientation to the telling of the story. The presenter also demonstrated how attention can be focused on grammar usage and lexical items to assist students in noticing when and how particular forms are used in storytelling. In addition, instruction was given on the importance of verifying that the coda of the story is successfully communicated. An important practical suggestion was to provide stories and have the students tell them as if they were the authors. Towards the end of the presentation, we were shown transcripts of stories actually told by students. We then discussed ways of helping the students improve their storytelling and active listening techniques.

Reported by Mathew White

Did you know JALT offers research grants?

For details, contact the JALT Central Office.

Chapter Meetings

edited by tom merner

Akita—Since April, we've had a meeting (or two) every month. We will have one in November, too. The information will be provided later through email. On December 9 at MSU-A we'll have a Longman's representative give us a presentation.

Fukuoka—*Grammar and Lexis in a Task-Based Methodology* by Dave Willis, University of Birmingham, UK. Learners learn a language best by using that language to create and exchange meanings. However, current research shows that learners also need to work at language form—at grammar, vocabulary and the structure of text. In this workshop, we will analyze and produce teaching plans which begin with the performance of a task and then go on to provide work focused on the language used in the task. *Sunday November 12, 14:00-17:00; Aso Foreign Language College (near Hakata Station; map on website); one-day members 1000 yen.*

Gifu—*(1) A Framework for Examining Cross-cultural Quandaries: Anticipate, Recognize and Embrace the Unfamiliar, (2) Utilizing Graphic Organizers Within an Action Research Project: Endorsing Richer Disclosure and Phrasing* by Wayne K. Johnson, Ryukoku University, and Professor Kawamura Kinji, Ritsumeikan University. In the first workshop the presenters will explain how teachers working in different cultures need to be aware of and interpret the realities of their situation as well as empathize with the different cultural perspectives they encounter. As a model, the presenters will explore native and nonnative teachers working within the Japanese educational culture and examine some dilemmas that have transpired. The second workshop demonstrates how graphical organizing (also called mind-mapping or clustering) techniques can ease affective stress in conversation and all skills classes. This workshop further describes how student-generated graphic organizers support richer disclosure and competency in impromptu English conversation. *Sunday November 26, 14:00-16:00; Dream Theater, Gifu City; one-day members 1000 yen.*

Gunma—*Teacher Development through Collaborative Autobiography* by Neil Cowie, Saitama University. The presenter will share findings of his research on teacher development and have participants partake in creating their own "collaborative autobiographies." *Sunday November 26, 14:00-16:30; Nodai Niko High School; one-day members 1000 yen, students 200 yen, newcomers free.*

Ibaraki—*JALT2000 Conference: Reports and Impressions*. Chapter members who attended the

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National Conference will report on what they saw and experienced in Shizuoka, especially the presentations they attended. *Sunday November 26, 13:30-17:00; Tokyo Kasei Tsukuba Women's University, Tsukuba-shi; one-day members 500 yen.*

Iwate—***Welcome One and All! The December Iwate JALT Book Fair***, featuring Aleda Krause, author of *SuperKids* and *SuperTots*, as the main speaker, will be held Sunday, December 3rd from 10 a.m. to 4 p.m. at the Morioka Kyoiku Kaikan. Other attractions include publishers Pearson Education, Cambridge University Press, Oxford University Press, and Thomson Learning as well as Nellie's Discount Books, Mikasa, Creative Teaching Materials (CTM) and more. Presentations will also be given by Matsuka Phonics, Morioka Chapter, Pearson Education, and Oxford University Press. For further information, contact Mary Burkitt.

Kagoshima—A double presentation put on by Pearson Publishers. See announcement for Miyazaki Chapter below. *Saturday November 18, 14:00-16:00; IM Building Iris Kyuden Plaza 2nd Floor.*

Kitakyushu—***Building Confidence With Monolingual Dictionaries*** by Tim Harris. Monolingual dictionaries can be an effective tool in vocabulary development as well as other problem areas such as idioms, test preparation and cultural awareness. This practical workshop will suggest exercises and strategies to help Japanese students use their learner dictionaries in the classroom while also building confidence in their English language ability. *Friday November 10, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Miyazaki—A double presentation put on by Pearson Publishers: ***(1) Focusing on Oral Communication in the Classroom*** by Tim Harris, Pearson Education Japan. Many high school teachers in Japan would like to incorporate more authentic spoken communication into their lessons. Putting this into practice, however, presents a variety of challenges. Practical, workable methods for helping students develop their communicative ability in English will be discussed and demonstrated. ***(2) Starting Out Right*** by Michelle Nagashima, author of *SuperTots*. It takes a lot of time, planning and energy to put together a program for young learners. What goes into making a successful program? Ms. Nagashima will introduce a fun and exciting program for young learners that has children learning through a variety of classroom activities. Children need a variety to keep them interested, and such activities should offer attainable goals that challenge and motivate them to learn. Start out right with your program and keep building an innovative and fun curriculum with your children. *Sunday November 19, 14:00-16:00; Miyazaki Girls' High School.*

Nagasaki—There is no meeting planned this month, but we encourage members and nonmembers alike to consider short, favorite teaching ideas for our My Share meeting next month, and to consider running for any local chapter executive positions in 2001. If you want more information about us, please read our article at <www.us1.nagasakinoc.ne.jp/~nacity/kokusai/beat/beat9912.200001e.html#1> and look at our main contact page at <http://kyushu.com/jalt/nagasaki.html> As well, contact us anytime to receive our free, monthly email newsletter at <allan@kwassui.ac.jp>.

Nagoya—***Teach for December 1, AIDS Awareness Day***. Louise Haynes, director of Japan Network, will present a workshop on how you can introduce the topic of HIV/AIDS in your classroom. You will get practical ideas to use with any level class, through a variety of media. Free lesson plans and other AIDS teaching materials and resources will be available. *Sunday November 19, 13:30-16:00; Nagoya International Center lecture room 3, 4th floor; one-day members 1000 yen.*

Osaka—***Paraphrasing: What's New? What's Old? What Works?*** by William J. Teweles, Kwansei Gakuin University. This talk will focus on ways to incorporate paraphrasing into a composition class. Paraphrasing is a well-structured way to help students with vocabulary development, sentence structure, and summary writing in general. Using practice activities from standard textbooks and human interest-type articles from newspapers, the speaker will feature a few preferred intermediate-level paraphrase activities. The presentation is to be followed by elections of chapter officers for 2001 and a *bonenkai* (at participants' expense) nearby. *Sunday December 3, 14:00-16:30; Abeno YMCA; one-day members 1000 yen.*

Sendai—***Guided Independent Study: 2 Approaches from Universities in Sendai*** by Charles Adamson and John Wiltshier. A report on two different approaches that are currently being used at Miyagi University and Sendai College that aim to increase student autonomy and student motivation. *Sunday November 26, 13:30-16:30; Seinen Bunka Center, 1st floor (across from Asahigaoka subway station).*

West Tokyo—Our chapter is sponsoring Prof. Yashiro Kyoko of Reitaku University as the featured speaker for the Crossing Cultures SIG Forum at JALT2000. The focus of this session is on raising awareness of communication style differences by viewing and discussing the video "A Different Place: the Intercultural Classroom." Friday, November 3, 10:15-12:00; Room 903, *Granship*

Convention Center, Shizuoka City.
Annual General Meeting and Elections of Officers will be held at our December 10th meeting. Enhance your career and credentials through professional growth as a leader in JALT.

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 0184-22-1562; <takeshis@mail.edinet.ne.jp>
Chiba—Yukiko Watanabe; <joebella@pk.highway.ne.jp>
Fukui—Watanabe Takako; t/f: 0776-34-8334; <watanabe@ma.interbroad.or.jp>
Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>
Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>
Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>
Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>
Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>
Hiroshima—Joy Jarman-Walsh; t: 082-878-9931; <jjarman@pent.yasuda-u.ac.jp>; website <http://litcal.yasuda-u.ac.jp/student/jalthiroshima.html>
Hokkaido—Dave Hyre; t: 011-387-7344; <davdhyre@gol.com>; website <www2.crosswinds.net/~hyrejalthokkaido/JALTPage/>
Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; website <www.kasei.ac.jp/JALT/Ibaraki.html>
Iwate—Mary Burkitt; t/f: 019-647-7185; <bigred510@hotmail.com>
Kagawa—David Juteau; t:0883-53-8844; <david-juteau@mailcity.com>
Kagoshima—Nick Walters; t: 0996-21-2062; <walterskaori@hotmail.com>; Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>
Kanazawa—Bill Holden; t: 076-229-6140(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>
Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>
Kobe—Brent Jones; t/f: 0797-31-2068; <bjones@gol.com>
Kumamoto—Andrew Shaffer; t: 096-339-1952; <andmirs@try-net.or.jp>; website <www.kyushu.com/jalt/kumamoto.html>
Matsuyama—Linda Kadota; t: 089-931-6211; f: 089-934-9055; <lindak@shinonome.ac.jp>
Miyazaki—Sylvan Payne; t: 0985-85-5931; f: 0985-84-3396; <spayne@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>
Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <nob-shiina@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>
Nagoya—Claire Gelder; t: 052-781-0165; f: 052-781-4334; <claire_gelder@yahoo.com>
Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Robin Nagano; t/f: 0258-47-9810; <robin@vos.nagaokaut.ac.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Aleda Krause; t: 048-776-0392; <aleda@gol.com>; website <www2.gol.com/users/ljc/omiya.html>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <BXU01356@niftyserve.or.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@gol.com>; website <www.geocities.com/Athens/Aegean/1952/>
Shinshu—Mary Aruga; t: 0266-27-3894; <mmaruga@aol.com>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, November 15th is the deadline for a February conference in Japan or a March conference overseas, especially when the conference is early in the month.

Upcoming Conferences

November 2-5, 2000—*JALT 2000: Towards the New Millennium—the 26th Annual International Conference on Language Teaching and Learning & Educational Materials Expo* in Shizuoka, Japan. See the conference website at <jalt.org/jalt2000> for details. The entire conference handbook is online.

November 10-12, 2000—*2000: Changes and Challenges in ELT: The Ninth International Symposium and Book Fair on English Teaching*, sponsored by the English Teachers' Association of the Republic of China at Chien Tan Overseas Youth Activity Center, Taipei, Taiwan. More information sometimes available at <http://helios.fl.nthu.edu.tw/~eta>. Contact: Johanna E. Katchen; Department of Foreign Languages and Literature, National Tsing Hua University, Hsinchu 30043, Taiwan; f: 886-3-5718977; email: <katchen@mx.nthu.edu.tw>.

November 13-14, 2000—*Student Success in Online Learning: Teaching Online in Higher Education (TOHE) 2000*, an international online conference hosted by Indiana University-Purdue University Fort Wayne. Topics include such matters as course design methods, evaluating student success, managing honesty, gender differences, learning styles, support issues, and more. Presentations appear on the conference website from October 30th and the presenter will have a one-hour session during the conference on November 13 and 14 for real-time discussion with conference participants via LinguaMOO. See the website at <www.ipfw.edu/as/2000tohe/> for detailed information, email <darabi@ipfw.edu>, or write IPFW Continuing Education; Kettler Hall, KT 145, 2101 E. Coliseum Blvd., Fort Wayne, IN 46805-1499, USA; t: 1-219 481-66x9; f: 1-219 481-6949.

December 2-3, 2000—*IALIC (International Association for Languages and Intercultural Communication) Annual International Conference—Revolutions in Consciousness: Local Identities, Global Concerns in Languages and Intercultural Communication*, at Leeds Metropolitan University, UK. Previous conferences exploring cross-cultural capability have centered on how the crossing of linguistic, geographic, and political spaces is leading to new modes of thinking, feeling, and experiencing the world. This fifth conference will investigate questions and issues surrounding the notion of consciousness as it is manifest in the negotiation of difference and similarity, the processing of meaning, and the shaping of identities, its philosophical and social contexts, and practical implications affecting pedagogy. The conference web site at <www.cf.ac.UK/encap/sections/lac/ialic/conference.html> is very informative. Contact: Joy Kelly; Centre for Language Study, Jean Monnet Building, Leeds Metropolitan University, Leeds, LS6 3QS, UK; t: 44-113-2837440; f: 44-113-2745966; email: <j.kelly@lmu.ac.uk>.

December 11-15, 2000—*International Conference on Stress and Rhythm* at CIEFL (Central Institute of English and Foreign Languages) in Hyderabad, India. Among many invited speakers will be Paul Kiparsky (keynote), Osamu Fijimura, Suzanne Urbanczyk, Rene Kager, Diana Archangeli, and Sharon Inkelas. For more information, see <www.cieflconf.homepage.com> or contact K.G.Vijayakrishnan; Department of Linguistics, CIEFL, Hyderabad 500007, India; email: <vijay@ciefl.ernet.in>.

December 12-14, 2000—*WAVEip: Workshop on the Analysis of Varieties of English intonation and prosody*, to be held at Victoria University of Wellington, New Zealand, aims to bring together researchers from around the world who will consider the intonation and prosody of standard and emerging varieties of English as well as related geographic and sociolinguistic variation in a workshop approach featuring a mix of discussion papers and hands-on analysis of speech materials. For details, including registration, go to <www.vuw.ac.nz/lals/WAVEip> or email Paul Warren at <Paul.Warren@vuw.ac.nz> or write him at the School of Linguistics and Applied Language Studies, Victoria University of Wellington, PO Box 600, Wellington, New Zealand; t: 64-4-463-5631; f: 64-4-463-5604.

December 14-16, 2000—*International Language in Education Conference (ILEC) 2000: Innovation and Language Education*, at The University of Hong Kong, Hong Kong SAR, China. The aim of ILEC is to help researchers, curriculum developers, teachers, teacher educators, etc., to bridge theory and practice at all levels of education. A featured sub-theme in ILEC 2000's papers, workshops, colloquia, and poster sessions will be Information Technology in Language Education. See the ILEC website at <www.hku.hk/ilec2000>. Other contact formats: Secretariat ILEC 2000; c/o The Faculty of Education, The University of Hong Kong, Pokfulam, Hong Kong; t: 852-2859-2781; f: 852-2547-1924; email: <ilec2000@hkucc.hku.hk>.

January 23-26, 2001—*Seventh International Symposium on Social Communication*, to be held in Santiago de Cuba, Cuba, by the Center of Applied Linguistics of the Santiago de Cuba's branch of the Ministry of Science, Technology, and the Environment. This interdisciplinary event will focus on social communication processes from the points of view of Applied Linguistics, Computational Linguistics, Medicine, Voice Processing, Mass Media, and Ethnology and Folklore. Seminars, papers, workshops, and posters in applied linguistics address foreign language teaching, phonetics and phonology, sociolinguistics, psycholinguistics, textual linguistics and pragmalinguistics, and translations. See <parlevink.cs.utwente.nl/Cuba/english.html> for complete information. Contact: Eloina Miyares Bermudez, Secretaria Ejecutiva; Comite Organizador, VII Simposio Internacional de Comunicacion, Social Centro de Linguistica Aplicada, Apartado Postal 4067, Vista Alegre, Santiago de Cuba 4, Cuba 90400; t: 53-226-42760 or 53-226-41081; f: 53-22-6 41579; email: <leonel@lingapli.ciges.inf.cu>.

Calls For Papers/Posters (in order of DEADLINES)

November 15, 2000 *(for February 4, 2001)*—***Temple University Applied Linguistics Colloquium***, to be held at Temple University Japan's Osaka campus, aims to bring together researchers working in all areas of second language acquisition. Interested researchers should submit a proposal for a presentation on research which has been completed or work in progress. Presenters will have the opportunity to publish a short article on their research in a colloquium proceedings. For details, please contact Dr. David Beglar at <david_beglar@kmug.org> or write to him at Temple University Japan Osaka, 1-2-2-800 Benten, Minato-ku, Osaka 552; t: 06-6577-1277; f: 06-6577-1281.

November 15, 2000 *(for July 22-27, 2001)*—Proposals for papers and posters are welcome for ***The 7th International Cognitive Linguistics Conference***, to be held at the University of California, Santa Barbara, USA. A few of the plenary and featured speakers are Sandra Thompson (University of California, Santa Barbara), Sherman Wilcox (University of New Mexico), Ikegami Yoshihiko (University of Tokyo), Eve Sweetser (University of California, Berkeley), and Leonard Talmy (State University of New York, Buffalo). Check the ICLC website at <www.unm.edu/~iclc/> for details, or contact one of the organizers, among them Ronald Langacker at <rlangacker@ucsd.edu> or Suzanne Kemmer at <kemmer@rice.edu>.

Job Information Center

edited by bettina begole

To list a position in *The Language Teacher*, please fax or email, Job Information Center. Please send emails to <tlt_jic@jalt.org> and faxes to 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Aichi-ken—The Department of British and American Studies of Nanzan University in Nagoya is seeking a full-time associate instructor in the English language to begin April 1, 2001. **Qualifications**: MA in English teaching or a related field; native-speaker competency in English; teaching experience at the university level; publications preferred. **Duties**: teach nine 90-minute classes per week; may be required to coordinate departmental programs; expected to participate in departmental activities and committees; duties regarding the university entrance exams. **Salary & Benefits**: two-year contract with one two-year renewal possible; salary based on experience and qualifications and determined according to university regulations. **Application Materials**: resume with addresses and phone numbers of two references; copy of graduate degree transcript; 500-word essay that outlines teaching philosophy. **Deadline**: ongoing until filled. **Contact**: Professor Sasaki Tsuyoshi, Chairperson; Eibei Gakka, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466-8673.

Ishikawa-ken—Hokuriku Gakuin Junior College, a Christian college in Kanazawa, is seeking candidates for a full-time EFL teaching position to begin April 2001. **Qualifications**: native-speaker competency in North American English; MA in TESL/TEFL, applied linguistics, or related field; two years experience in TESL/TEFL at the college level in Japan; ability to adapt to cross-cultural environment; intermediate Japanese conversation ability; international or Japanese driver's license; current resident of Japan. Basic computer skills and musical ability are also desirable. **Duties:** teach 15 to 18 45-minute classes per week. In addition to teaching courses such as conversation and composition, teachers help with department events, serve on committees, and perform assigned administrative duties. Teachers are also occasionally expected to help teach classes at related institutions (kindergartens, etc.). Working hours are typically 8:15 to 4:35. **Salary & Benefits:** one-year contract, renewable subject to performance and budget; salary is based on Japanese faculty scale. Housing; return airfare to home country upon completion of contract; subsidized health/dental insurance; paid holidays; completion bonus; travel allowance; paid vacation; relocation allowance; and research allowance are provided. **Application Materials:** CV/resume; letter of introduction including information about what the Christian faith means to the applicant and why they want to work at a Christian college; photo; and three letters of recommendation. **Contact:** Marie Clapsaddle; Hokuriku Gakuin Junior College, 11 Mitsukoji-machi, Kanazawa-shi, Ishikawa-ken 920-1396; <marie@hokurikugakuin.ac.jp>. **Other information:** Only applicants considered suitable for the position will be contacted.

Kagoshima-ken—Kagoshima Junshin Girls' High School is looking for a full-time native-speaker English teacher to start work early in December 2000. **Qualifications**: BS with one to two years ESL experience. **Duties:** teach 16 50-minute classes/week; coach the junior high ball sports club once a week; English club once a week. **Salary & Benefits:** salary is competitive and based on experience; two-year and four-month contract, renewable for one to two years; fully-furnished one bedroom apartment on school grounds is available to a female teacher for a small fee. **Application Materials:** resume; two references; and a copy of diploma. **Contact:** Kubota Katsuhiko; Junshin Immaculate Heart Girls' High School, 4-22-2 Toso, Kagoshima-shi 890-8522; t: 099-254-4121; f: 099-252-7688. **Other information:** There is a compulsory interview, so only serious and qualified applicants need apply.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org> and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

差別に関する
The Language Teacher Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positionsコラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、下記の用紙に必要事項をご記入の上、掲載希望月の2か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも：Bettina Begole、fax 0857-87-0858。

The JIC looks forward to welcoming you to JALT2000.

Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.

Calls for Papers (in order of deadlines)

Temple University Applied Linguistics Colloquium will be held on Sunday, February 4, 2001 at Temple University Japan's Osaka campus. It aims to bring together researchers working in all areas of second language acquisition. Interested researchers should submit a proposal for a presentation on research which has been completed or work in progress. Presenters will have the opportunity to publish a short article on their research in a colloquium proceedings. The deadline for submissions is **November 15, 2000**. For details, please contact Dr. David Beglar at <david_beglar@kmug.org> or write to him at Temple University Japan Osaka; 1-2-2-800 Benten, Minato-ku, Osaka 552; t: 06-6577-1277; f: 06-6577-1281.

JSAA 2001: ***Biennial Conference***—The Japanese Studies Association of Australia 2001 Biennial Conference will be held from 27-30 June in Sydney—the largest city in the Oceania region and the gateway to Australia, by the University of New South Wales and the University of Sydney. The conference aims to advance the knowledge and understanding of Japan, the Japanese people and the Japanese language, and at the same time strengthen the relationship between Australia and Japan. Authors are invited to submit original unpublished work in all areas of Japanese Studies. Papers may be presented in either English or Japanese, and an abstract of 500-700 English words or 1000-1500 Japanese characters is to be submitted by **15 December 2000.** For more information contact: JSAA Conference Committee, The Dept. of Japanese & Korean Studies, The University of New South Wales, UNSW, Kensington, 2052, Australia; t: 61-2-9385-3760; <japankorea@unsw.edu.au>.

CUE 2001: ***The Second Annual CUE Conference***—The CUE 2001 conference will be held on May 12-13, 2001 at Miho Kenshukan of Tokai University in Shimizu City, Shizuoka. The conference theme is "Autonomy: A two-day exploration into how learner and teacher autonomy is developing and how we can help it to develop." Examples of questions to be explored are: Is autonomy a natural development of human thinking, a human right, a culturally loaded question, an overblown ideology? and What techniques, methods, materials and ideas can we use to enable ourselves and our students develop their own sense of autonomy? One-hour papers, demonstrations, workshops and roundtable discussions from both theoretical and practical perspectives are sought as well as proposals for a limited number of two-hour sessions. The deadline for proposals is **January 25, 2001**. Information: <www.wilde.org/cue/conferences/autonomy.html> or <www.wilde.org/cue/conferences/content.html>. Contact: Alan Mackenzie <asm@typhoon.co.jp> or Eamon McCafferty <eamon@gol.com>. Those wishing to submit a proposal specifically aimed at Japanese teachers of English, please refer inquiries in Japanese or English to Goshi Masahiko <goshi@scc.u-tokai.ac.jp>.

The Pan Asia Consortium (PAC) Journal is seeking four to five articles focused on *Action Research* as it is conducted and applied in the Japanese EFL teaching context. Papers should include: (1) A statement of the problem including the context and the participants. Why was this a problem? The problem should not be too broad and should be located in teaching. (2) A brief review of the literature—all the recent movers and shakers in the area should be included that address the problem only! (3) A method to solve the problem—outlined in detail—what method, why this method, where did it come from, etc. (4) Result—what was the outcome—details. (5) Action—this last cycle is sometimes left out of AR projects but should be included: A comparison of #1 and #4 above—what will the teacher do now and in the future? Will he/she incorporate the new result (#4) or will he/she stick with the original method (or whatever)? Submission deadline: **November 30, 2000**. Information: <www.jalt.org>.

TLT Japan's Meritocratic Education Special Issue—A special issue of *The Language Teacher* is scheduled for publication in November 2001. This special issue will analyse whether Japan's education system, being historically based on merit (i.e., that entrance into universities has traditionally been decided exclusively by students' entrance examination scores), is in need of qualitative reform. The editor encourages papers which examine this method of selection and other issues of social responsibility stemming from it (e.g., ranking schools, *juku, ijime*), thereby providing useful insight into the education system teachers are working in, which might in turn promote more socially aware classrooms. Submissions, in either English or Japanese (if possible, please include an abstract in English), of feature, opinion and perspective articles investigating these or related issues are especially invited. Please submit your manuscripts by **February 1, 2001**. Send submissions and enquiries to: Kent Hill; 202 Hikone-so, 3461-1 Tokiwa-cho, Machida City, Tokyo 194-0213; t/f: 042-798-1599; <kentokun@twics.com>.

Papers and New Members: *JALA*—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May, 2001). JALA is a professional association for the study of the interrelationship of people, language and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. Information: <www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html> (Japanese) or <kyushu.com/jala> (English).

Essay Collection—*What is it like for native speakers to profess English in Japan?* A proposed collection of essays aims to gather a wide number of individual examples across many different organizational and institutional sites. Some issues that might be addressed include reasons for teaching in Japan and their relationship to teaching, the assumptions held prior to arrival and the approaches to the realities subsequently encountered, and the nature of English in Japan. Contributions should be twenty to thirty pages, double-spaced, clear, and follow the conventions of the personal essay. The purpose of the collection will not be practical, but instead personal, as well as theoretical. For more information, contact: Eva Bueno; <evapbueno@yahoo.com> or Terry Caesar; <caesar@mwu.mukogawa-u.ac.jp>; English Department, Mukogawa Women's University, 6-46 Ikebiraki-cho, Nishinomiya 663-8558.

Other Announcements

CUE Conference Proceedings & Publications Swap—The Proceedings of the CUE (College & University Educators) Conference 2000 on Content and Language Education will be released at JALT2000. The ¥2500 purchase price is waived for CUE members and for those who attended the CUE conference. Please pick up your copy in person or by proxy at the CUE desk. Otherwise, please send a S.A.E. to Eamon McCafferty (<eamon@gol.com> for details). JALT non-CUE members will receive a ¥500 discount at JALT2000. Publication Swap: CUE members are encouraged to share offprints of in-house articles, etc. with other members at JALT2000. Either drop off your copies at the CUE desk or post in advance to Eamon McCafferty, Rupinasu 201, Utouzaka 439-52, Shimizu, Shizuoka 424-0873.

TESOL Online Career Center—Debuting in the fall of 2000 and featuring job listings from around the globe, career resources, and much more, it will be *the* career site devoted to TESOL professionals. We are very excited about this project and the opportunity to better serve our members. Stay posted at <www.tesol.edu>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

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OBC = outside back cover

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JALT 2000: Towards the New Millennium

The 26th Annual International Conference on Language Teaching and Learning & Educational Materials Exposition

Friday November 3, 2000

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Saturday, November 4, 2000

Morning Highlights: 9:15-10:15 Guest Plenary by Dr. Gabrielle Kasper, University of Hawai'i, USA, Pragmatics in L2 teaching and testing. Morning Poster Sessions. SIG Forums

ROOM DESIGNATION	9:15-10:00	10:15-11:00	11:15-12:00	12:15-13:00	13:15-14:00	14:15-1500	15:15-1600	16:15-1700	17:30-1830	19:00-21:00
REHEARSAL HALL		1760 Hobbins/McNeill Strategies for	1905 Colloquium The L2 Speech of Returnees: Maintenance and Attrition		1618 Global Issues in Lang. Ed. (GILE) SIG Forum Global Issues in the Language Classroom		1017 Yamashiro Researching the Socio		JALT Annual Ordinary General Meeting, Chu Hall: All Members Please Attend	JALT Banquet
B-1		1404 Clark Japan IEP Organisation, Methodology & Evaluation			1602 Baker Quiet Conversation	1427 Wittig Braille Detective	1733 MacKay Motivating Activities for	1321 Merner Pains and Joys of Running a		
B-2		1408 Hoelker International Email Exchange	1232 Lyddon/Gill Co-creating the Learning	1175 Kelly, et al Using Authentic	1740 Gitsaki/Taylor The Role of the	1053 Hunt Do it Yourself! Games from the ¥100 shop				
B-3	1348 Hullah The Role Of EFL Teachers in Japanese Tertiary Education		1291 Reintsma Seeing Language		1086 HAIG Ecolinguistics for EFL	1414 Balsamo Creative Writing Activities for EFL	1064 Graham Putting the 'tea' into teacher	1629 Ishida Christmas		
CHU HALL	**Guest Plenary Kasper Pragmatics in**		1625 Professionalism, Admin. & Leadership in Ed. (PALE) SIG Forum Monbusho & Educational Control		Directors' (Nat'l Offcrs') Meetings 1515 Treas. (McMurray), 1520 Pgm. (Cunningham)			**Guest Plenary Sunderland Critical**		
EME 1	1726 Tatchell Increasing test accuracy by	1706 Gillard Learners and Dictionaries	1713 Harrington/LeBeau Debate in the	1705 O'Neill Business English Meeting	1709 Paul, et al Univs. of Birmingham and	1710 Gatton DynEd's Distance	1201 Louwerse TOEFL Grammar through	1703 Reynolds Investing made easy		
EME 2		1324 Chun Using Documentary Videos to Create Listening Exams		1719 Stapleton You Can't Talk About That!	1120 Nakamura How Students Change Over	1702 Gallagher ASTON Diploma in TESOL/TESP	1001 Strong, et al Cross-Cultural Development in Curriculum Design OHP,VHS			
AUDIO VISUAL HALL		1611 CALL SIG FORUM CALL in Use		1502 Melchior CALL SIG AGM	1749 Gunderson Navigating the World Online	1059 Williams From the Classroom to	1147 Dias Skills for separating the web's wheat			
KORYU HALL	Tonkai Teaching English to Speakers of Japanese why is this so difficult?		1199 Rost Teaching Strategies for		1080 Shea Minority Language Rights	1133 Robbins, MacNeil Creatively Using	1323 Hansford et al. A Framework for Teaching Culture			
Tenjin Gallery		POSTER SESSION 1	POSTER SESSION 1		POSTER SESSION 2	POSTER SESSION 2				
901	1152 Kampavalina Music Strategies	1206 Fujiwara Cultural Learning in FL2 German	16[illegible] [illegible]dner et al Global Issues Across the Age	1506 GILES SIG AGM	1045 Cullen/Sato Techniques in	1636 Park Korean Elementary	1297 Cole Holistic Assessment of	1314 Hanaoka English Newspaper		
902	1911 Colloquium Implementing Learning Strategies in a Curriculum		1269 Dickey Content based instruction is not		1284 Reinelt et al The German as 2FL Millennium Workshop		1136 McLaughlin A History of Unionization in			
903		1631 Teacher Ed SIG Forum Teaching Teachers to Reflect on their Teaching		TEd SIG AGM	1607 Kawate-Mierzejewska, et al Pragmatics & Media		1155 Yamane et al French Teachers' Workshop			
904		1620 JSL SIG Forum Learning Strategies		JSL SIG AGM	1057 Casanave Effective Interactions in Collegial Writing Groups		1128 Simonian Beyond Method Redefining			
905	1198 Pronko Structurally based activities	1624 Other Language Educators (OLE) SIG Forum Other Foreign Languages in the New Millennium		1508 OLE SIG AGM	1209 Tanaka/Tsurita Teaching	1192 Crawford/Powell Using Trivia	1215 Naganuma Corpus-based Analysis of			
906		1609 Bilingualism SIG Forum Educational Options for Bilingual Children		1501 Gray BIL SIG AGM	1252 Mori English only rule	1510 PALE AGM	1165 Kirugawa/Matsumoto Team-	1038 Culligan Assessing UWL Word Familiarity		
907	1028 Mateer Managing Learning	1098 Furuya/Carlson A Virtual Classroom for Bilingual Children		1511 Pragmatics Forming SIG AGM	1420 Lee, et al Guided Autonomous	1208 Miyazawa Teaching 'Indirect'	1347 Nimmannit Building up self esteem	1183 Yamanaka/Amino An Analysis of		
908			1330 Macedo The Classroom and Its Double	1507 Nicoll Learner Dev SIG AGM	1315 Harada What is the appropriate way	1287 Bronner Learner Autonomy	1227 Frehan Investigating Learner			
909	SEW	SEW	SEW	SEW	SEW	SEW	SEW	SEW		
910		1628 Teach Chil. SIG Forum The World in the Elementary Classroom		1513 TC SIG AGM	1406 Goebel Returnees Needs in College	1429 Murai Approaches to initiating	1033 Pellowe Social content changes over			
1001-1	1721 Paul How do student centered	1615 FL Lit. SIG Forum FL Literacy Meaning, Imagination & Expectation		1523 Foreign Language Literacy SIG AGM		1736 Hartmann Content-based instruction for	1730 Gershon Developing Real World Listening	1711 Guest Stop Making Sentences!		
1001-2		1756 Tomlinson The Multi Dimensional Approach		1517 JALT Journal AGM	1747 Wehmier The Oxford Advanced	1746 Shapiro Making Words Count L2 Vocabulary Development				
1002		1627 Test & Eval. SIG Forum Assessment Strategies in the Classroom		1525 Testing & Evaluation SIG AGM	1295 Yokomizo 'Hands-on' Action Research Workshop in Japanese					
1003	1714 Tumposky/Kawate-Mierzejewska Introducing the Computer-based TOEFL (R) in Japan		1207 Craven Intensive Business English	1623 MW SIG Chinen/Gardner 7th Annual My	1173 Kirkwold How does the novice language	1743 Yoshida The Role of 'Our' English in	1005 Katayama Letters to the Editor: Critical			
WIND HALL	1908 Colloquium Directions of Pronunciation Teaching Development		1447 Burns Teaching Speaking - a		1901 Colloquium Overcoming Barriers: The Role of Intercultural Communication		1906 Colloquium Understanding Classrooms: A Qualitative Approach			
1101		1601 Hyre/McGuire Sentence Starters in EFL: Findings and Classroom Applications			1051 Nishigaki/Leishman Development	1236 Ross Language Learners and	1306 Carbery/Sorrenti Teacher Action			
1202		1762 Otto Second Language Acquisition & Technology: The Time is Now			1632 Video SIG Swap meet	1006 Lauffenburger Has Esperanto a	1268 Wang/Evans Researching			

Afternoon & Evening Highlights: SIG AGMs Afternoon Poster Sessions 16:15-17:00 Guest Plenary Critical Pedagogy in Language Classrooms by Dr. Jane Sunderland, Lancaster University, U.K. 17:30-18:30 JALT Ordinary General Meeting 19:00-21:00 JALT Banquet (Pearson Education sponsor)-- Purchase tickets early

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Sunday, November 5, 2000

ROOM DESIGNATION		9:15-1 000	10:15-11:00	11:15-12:00	12:15-13:00	13:15-14:15	14:30-15:30	15:30-16:00
REHEARSAL HALL	Morning Highlights Main Speaker and Featured Speaker Presentations	1701 Saito Educational Games for	1279 Nagano/Koyama University/Work			1759 Plenary Torikai What's happening to English? Language Teaching in Japan	Afternoon Highlights: Distinguished Speaker Roundtable 'Towards the New Millennium' Dr. Anne Burns, Maquarie University, Australia Dr. Gabrielle Kasper, University of Hawai'i, USA Dr. In Lee, Chonju Nat'l University of Education, Korea Dr. Jane Sunderland, Lancaster University, UK Prof. Torikai Kumiko, Rikkyo University, Japan	Closing Remarks and Acknowledgements
B-1		1159 Yoshida et. al. A Study in the Formation	1106 Strong Reading and Discussion	1186 Roth/Nishikawa Bridging Islands: Adjusting to New Cultures				
B-2		1154 Kitao/Wakamoto Refusals or	1195 Guest Ten Reasons NOT to Teach Culture in	1101 Goodmacher/Kajiura Teaching Skills For An Intercultural Future				
B-3		1338 Saito et. al. Short Exercises for JSL		1132 Jiang Sociolinguistic Situation of	1253 Mori Classroom and negotiation of			
CHU HALL		1512 Gray SIG Coordinators Meeting						
EME 1		1723 Gershon Engaging Students in	1110 Dobson Down to Business	1742 Bayley How the Best Gets Better	1737 Hoshikawa How to Use English for			
EME 2		1021 Crooks Using Microsoft PowerPoint	1161 Lida Folktales Bridges of	1293 Shi Involving Bilingual Parents in Home	1704 Junge World TALK Cards A			
AUDIO VISUAL HALL		1904 Colloquium Foreign Language Teaching in the 21st Century		1902 CALL SIG Colloquium Technology on the horizon				
KORYU HALL		1181 Helgessen Do-It-Yourself Effective	1751 Molinsky What I have Learned About	1761 Richards Personalized Activities for Beginners: New Interchange Intro				
Tenjin Gallery		1008 Mackenzie Christianson Self Assessment: A New Research Agenda		1127 Ossono, et. al. NLP Workshop				
901		1105 Strong, et. al. Action Research in	1910 Pragmatics SIG: Testing & Statistics in Pragmatics		1728 Walker Practical Techniques for			
902		1302 Cornwell et. al. Integrating College Content	1097 Churchill/Vivathanachai A	1226 Kurazumi/Ohalo Are Japanese	1016 Yamashiro Using Classical Item Analysis			
903		1218 Sato The Internet as an Instructional aid	1002 Cohen Reading and writing in an	1153 Kampa-Vilina/Vilina Music and Movement Activities				
904		1282 Redfield/Larson Transcripts of		1054 Hunt Lemons & Gorillas: Ludic Learning made easy!				
905		1042 Jones/Taffe Tried and True	1012 Stewart Using projects in academic writing	1224 Pracha/Uematsu Learner	1261 Glick Involvement and Success in			
906		1250 Arthur Help! This Activity isn't	1109 Mathias Teamwork Team Teaching	1241 Gobel Listener Clarification	1068 Kelly Dealing with Difficult			
907		1712 Hong Using Multimedia Courseware in the Classroom						
908				1084 Gaylord Mousetrap Catapults, Paper Towers, and More!				
909		SEW	SEW	SEW	SEW			
910		1290 Shapiro 1000 Easy Drawings for Conversation Practice						
1001-1		1509 McMurray, et. al. PAC3 at JALT2001 Pan Asian Conference		1420 Lucantonio Using Movies to Teach Speaking				
1001-2		1313 Swensen, et al Integrating courses across the curriculum		1635 Learner Development SIG Forum				
1002		Willis What is grammar? Can we teach it?		1073 Mosher Understanding Intercultural Communication				
1003		1114 Nagata Productive vs Receptive	1044 Poole/McCasland E-mail Key Pals	1070 Kirk/Beaufait TOPLINE	1087 Kindt Increasing autonomy with			
WIND HALL		1757 Tomlinson Learning to Read Forever		1755 Burns/Wigglesworth It's in the doing that it starts to make sense: Collecting and				
1101		1271 Gettings Discussion! Values,	1258 Cote Can TESOL Research Improve	1079 Shea Structuring Shared	1301 Shucart/Kumai Complexity			
1202		1720 Nelson Expanding Language Power Through Video		1121 Innoi, et. al. A National Survey of JTEs and ALTs/AETs' Beliefs				

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Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロは、原稿用紙への手書きに関わりなく、行数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に添いかねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10〜15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

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JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News 編集者必着です。

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JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

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Staff List

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t/f: 0582-79-4050; pubchair@jalt.org

Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30 Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57; f: 0948-24-8591; tlt_ed@jalt.org

Associate Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-883-5022, f: 093-884-3400 (w); tlt_sub@jalt.org

Japanese-Language Editor — *衣川隆生 (Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — *小野正樹 (Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

***TLT* Online Editor** — *Bob Gettings*
Hokusei Gakuen Women's Junior College,
t: 011-613-2488 (h); t: 011-561-7156 (w); f: 011-513-7505 (w); tlt_web@jalt.org

COLUMN EDITORS

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*
Joyce Cunningham: Faculty of Humanities, Ibaraki University, 2-1-1 Bunkyo, Mito 310-0056
t: 029-228-8455; f: 029-228-8499
English: tlt_cl@jalt.org; 日本語: tlt_clj@jalt.org

My Share — *Scott Gardner*
t/f: 086-281-9105; tlt_ms@jalt.org

Book Reviews — *Katharine Isbell*
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t: 0985-85-5931 (w); f: 0985-84-3396 (w); tlt_br@jalt.org

Publishers' Review Copies Liaison — *Angela Ota*
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Letters — *Malcolm Swanson (See Editor) & Koarai Mikiya*
t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

Bulletin Board — *Brian Cullen & Saito Makiko*
Brian Cullen: Shoken 2-1-15-10001, Chikusa-ku, Nagoya 464-0082
English: tlt_bb@jalt.org; 日本語: chip621@aol.com

SIG Focus — *Aleda Krause*
t: 048-776-0392; f: 048-776-7952; tlt_sf@jalt.org

SIG Reports — *Robert Long*
t: 093-883-5022; f: 093-884-3400 (w); tlt_sig@jalt.org

Chapter Reports — *Diane Pelyk & Nagano Yoshiko*
Renace Beppu 102, 6 Kumi, Ogura, Beppu, Oita
t/f: 0977-6690 English: tlt_chre@jalt.org
日本語: nagano97@pop.wa2.so-net.or.jp

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015;
t/f: 045-822-6623 (w); tlt_chmt@jalt.org

JALT News — *Amy Hawley & Sugino Toshiko*
Amy Hawley: 205 Summer House, 91-2 Zenzamachi, Shizuoka-shi, Shizuoka-ken 420-0842
t/f: 054-248-5090; tlt_news@jalt.org
Sugino Toshiko: sugino@cc.nda.ac.jp

JALT2000 News — *L. Dennis Woolbright*
t/f: 093-583-5526; tlt_conf@jalt.org

Conference Calendar — *Lynne Roecklein*
Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193;
t: 058-293-3096 (w); f: 058-293-3118 (w); tlt_cc@jalt.org

Job Information Center/Positions — *Bettina Begole*
436 Kuwabara, Aoya-cho, Ketaka-gun,
Tottori 689-0529; tlt_jic@jalt.org

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Net Nuggets — *Larry Davies*; tlt_nrt@jalt.org

Working Papers — *Joseph Tomei*; jtomei@kumagaku.ac.jp

PRODUCTION

Proofreaders — *Scott Gardner, Aleda Krause, Beverley Elsom Lafaye, Robert Long, Amanda O'Brien, Steven Snyder, Coleman South, Kinugawa Takao, Ono Masaki, Tsukahara Maki*

和文要旨作成協力者 — 阿部恵美佳
(Japanese abstracts — *Abe Emika*)

Design & Layout — *The Word Works*
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Foreign Language Center, Univ. of Tsukuba, Tennodai 1-1-1, Tsukuba-shi, Ibaraki-ken 305-0006;
tlt_psg@jalt.org
Members: *Andy Barfield, Wayne K. Johnson, Wilma Luth, Jill Robbins, Sandra Smith, Craig Sower*

TLT Online: www.jalt.org/tlt

JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; jalt@gol.com

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups, SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育･語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に39の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育(準分野別研究部会)、外国語リテラシー(準分野別研究部会)、ジェンダーと語学教育(準分野別研究部会)。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）最寄りの支部の会費も含まれています。学生会員（¥6,000）学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500）勤務先が同一の個人が5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher*のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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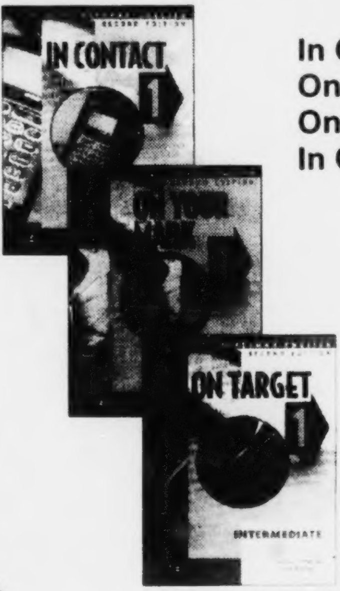

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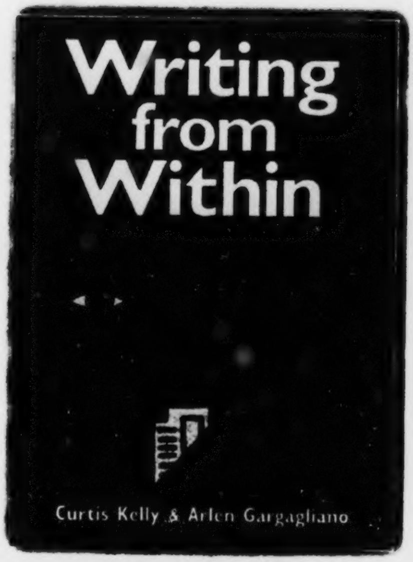
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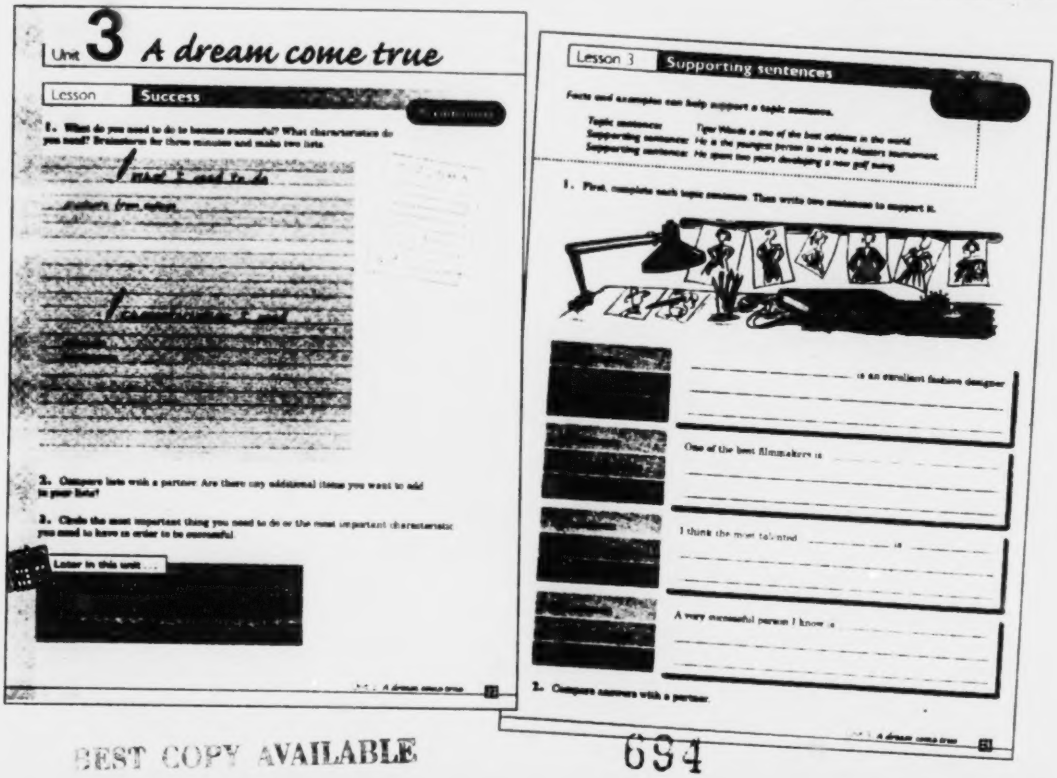
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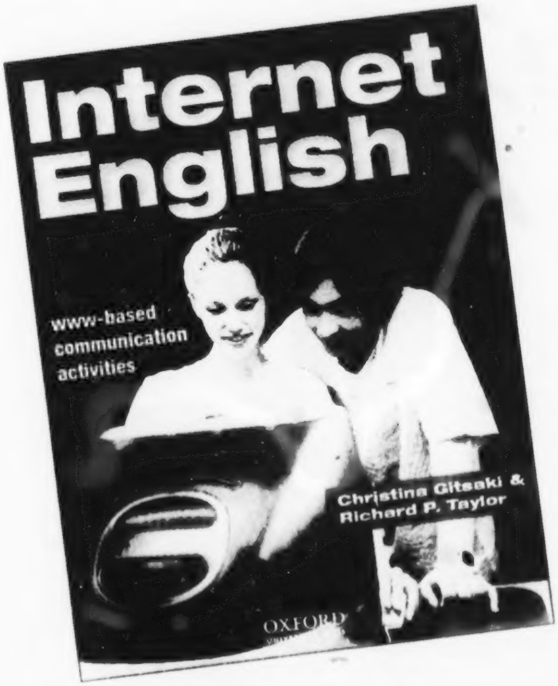
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As you open this issue, we'll be moving into the wintry depths of Christmas and the New Year. From every one on *The Language Teacher* staff, we extend to all our readers the very warmest of Christmas greetings, and best wishes for a happy and prosperous New Year. This year has been a good one for *TLT*, and flicking back through the 12 issues we've published, I'm amazed at the sheer volume and variety of material that has been produced by this unsung band of volunteers.

One area that does cry out for more material is the Japanese section of our publication. We are desperately in need of feature articles and column articles in Japanese, and would encourage anyone with an interest in producing something to get in touch with our Japanese editor Kinugawa Takao. Please look at the back of this issue for submission details and contact information.

The *Chapter in Your Life* column this month features not a chapter, but our very own *Peer Support Group*—one of the more exciting developments that *TLT* has incorporated this year. The group coordinator, Andy Barfield is now looking for more group members to assist with their work of collaborating with writers. If you are interested in assisting with this valuable work, please contact Andy at <tlt_psg@jalt.org>.

Seasons greetings to you all.

Malcolm Swanson
TLT Editor
<tlt_ed@jalt.org>

皆さんが今月号を開かれるころ、町では、クリスマスと正月を間近に控え、冬支度を始めていることでしょう。The Language Teacherのスタッフ全てから、全ての読者の皆さんにメリー・クリスマス、よいお年を、という言葉をお送りしたいと思います。今年は、TLTにとって良き1年であり、無事12号を刊行することができました。私は、ボランティアの手によって支えられてきたTLTの内容、そして多様さに驚かされています。より多くの投稿を期待しているのは、日本語部門です。投稿論文、コラム記事を切実に期待しています。どなたでも、興味があれば日本語編集者の衣川隆生にご連絡ください。連絡先と投稿の詳細は、巻末の情報をご覧ください。

今月のChapter in Your Lifeは、支部を特集しているものではありませんが、今年度TLTが取り込んだ最もエキサイティングなものの一つであるピア・サポート・グループを紹介します。グループのコーディネーターであるAndy Barfieldは、彼らの仕事を支援してくださるメンバーを捜しています。もし、あなたがこの価値有る仕事に興味が有れば、ぜひAndy <tlt_psg@jalt.org>にご連絡を。

では、良いお年をお迎えください。

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• *Nov. 25*	*Plenary speaker—ThaiTESOL: Arunee Viriyachitra*
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What is PAC??

PAC is a series of conferences, publications (proceedings and journals) and research networks that was created and signed into agreement by JALT, KoreaTESOL and ThailandTESOL in 1994. The English Teachers Association of the Republic of China joined PAC in 1999. PAC1 was successfully launched in Bangkok in January 4-7, 1997. PAC2 was held in Seoul October 1-3 and hosted the Minister of Education from Korea. 1999. PAC3 will be held 2001 in Kitakyushu, Japan from November 22 - 25. PAC4 will be hosted by the English Teachers Association of the Republic of China in Taipei November 11-13, 2002.

PAC3 at JALT2001 at-a-glance

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Opinions & Perspectives

Toward a Participatory Democracy: Bridging JALT's communication gap

James J. Scott, *Kagoshima JALT*

In "The Way Ahead and the Menu Option: Tangential to the plot?" Charles Jannuzi (2000) proposes a menu plan for JALT membership fees as "a means by which the organization could control its own reforms while receiving a direct line of information on how it was meeting members' wants and needs" (p. 3). I suggest that the problem is not limited to bottom-up communication regarding the wants and needs of JALT members (important as such communication undoubtedly is). Rather, we need to drastically improve *two-way* communication between our national leadership and our rank-and-file members regarding **all** of those issues where the decisions that JALT makes are likely to have a significant impact on the organization's future.

Let's start with top-down communication. In the four years since I have taken a more or less active interest in what happens at the national level, JALT has increased its membership fees by over 40%, altered the composition of its Executive Board, and revised its constitution and bylaws in order to gain official recognition from the Japanese government as a non-profit organization (NPO). Yet, despite the importance of these measures, in each instance JALT decided on a course of action before most of our rank-and-file members were even aware that the issue in question was being discussed.

Each of the above measures may have been desirable—perhaps even necessary. However, when an organization takes such measures without **first** informing its members regarding the issues involved, that organization risks alienating the very people without whose support it cannot hope to prosper. This is a risk that JALT should not be willing to take. JALT's leadership can deal with this problem by making greater use of a forum that already exists—the "Opinions and Perspectives" column in *The Language Teacher*. When there is a clear consensus at the national level (i.e., among Executive Board members) regarding a different measure, one individual could be delegated to write a column explaining what needs to be done and why (this approach might have been useful in explaining to our members JALT's decision to seek official recognition as an NPO). When opinion at the national level is divided, each of the opposing camps could delegate an individual to prepare a column presenting its views. The two columns could then appear back-to-back in the same issue of *TLT*.

Let us now turn to bottom-up communication. Assuming that both sides of an issue have been presented to our members, how can JALT's leadership find out what our members think? One way would be to invite members to respond via email and snail-mail addresses appended to the column. Another would be to conduct a telephone survey.

Admittedly, JALT lacks the expertise need to conduct a truly scientific survey, but for our purposes, we don't need too high a degree of accuracy. All we need is a survey sufficiently accurate so as to give us a rough idea of how our members feel. Is there a consensus in either direction regarding a given issue? Or, is opinion more or less evenly divided?

The logistics of conducting such a survey should not pose any insurmountable problems. The leaders of the opposing sides could agree upon a mutually acceptable list of questions. JALT's database could be used to randomly select the names of, say, 300 members. Each chapter president could be given the list of questions, together with the names of those to be surveyed selected from his or her chapter (of course in larger chapters, the president could ask other officers to assist calling members). After the survey has been completed, the results could be tabulated by JALT's central office and published in the JENL and TLT. This would give our national leadership and our rank-and-file members a chance to find out what a randomly selected sample of our membership thinks about a given issue. Such transparency would surely help to make JALT more responsive to its members' needs.

Which approach to use would depend on the information required. Inviting members to submit their views would probably elicit in-depth responses from those members who feel most strongly about a given issue. Conversely, conducting a telephone survey of a randomly selected sample of our membership would give us a rough idea of how our membership as a whole feels about the issue in question. And, of course, there is nothing to stop JALT from employing **both** approaches should the situation merit doing so.

It is doubtful that anyone who has witnessed JALT proceedings at the national level would seriously claim that we **don't** have a serious problem with two-way communication between our national leadership and our rank-and-file members. If the measures proposed above serve to improve such communication, a stronger organization will surely be the result.

References

Jannuzi, C. (2000). The Way Ahead and the Menu Option: Tangential to the plot? *The Language Teacher*, 24 (9), 3-5.

Hazel Ketko
Hiroshima International School,
Hijiyama University

Importance of "MultiWord Chunks" in Facilitating Communicative Competence and its Pedagogic Implications

This article will discuss the importance of "multiword chunks" in facilitating communicative competence, by contrasting the frequency of chunk use by native speakers of English (NSs) and Japanese learners of English (JLEs) in their spoken discourse. Based on the findings, some of the pedagogic implications for "vocabulary teaching" will be discussed. Although multiword chunks occur in both written and spoken discourse, this article is concerned only with chunks in spoken discourse.

英語母語話者の語彙は多量のmulti-word chunksで構成されている。これらのchunksはコミュニケーション能力を高めるために重要な役割を担っている。スピーチディスコースでの英語母語話者と日本人英語学習者によるchunksの使用頻度を比較した。本論では、multi-work chunksの使用でスピーキングの流暢さは向上するということが主張されている。英語学習者がコミュニケーション能力を高めたいなら、彼らは使用頻度の高いmulti-word chunksを習得し、使用することが重要であると結論づけられている。

Definition of "Multiword chunks"

In this article, the term "multiword chunks" is used broadly to refer to vocabulary items consisting of a sequence of two or more words which "semantically and/or syntactically form a meaningful and inseparable unit" (Moon, 1997, p.43). They include collocations (e.g. "*alcoholic drink*"), polywords (e.g. "*by the way*"), idioms (e.g. "*take action*"), phrasal verbs (e.g. "*put off*"), fixed phrases with pragmatic functions (e.g. "*no kidding*"), and "sentence frames" which allow some degree of inflection and expansion (e.g. "*The + (intensifier) + adjective + thing is . . .*"). The terms "multiword chunks" and "chunks" will be used interchangeably in this article. In-depth discussions about the terminology and identification of multiword chunks can be found in Yorio (1980), Nattinger & DeCarrico (1992), Moon (1997), and Carter (1998).

Importance of Multiword Chunks in Facilitating Communicative Competence

Widdowson (1989) views communicative competence as being composed of two elements: "grammatical competence" (knowledge) and "pragmatic competence" (ability). He explains that "knowledge can be characterized in terms of degrees of analyzability, ability can be characterized in terms of degrees of accessibility" (p.132). His concept of analyzability leads to the question: "How far can the English language be analyzed?" Recent research (e.g. Bolinger, 1975; Pawley and Syder, 1983; Peters, 1983) suggests that a large part of the English language is formulaic, and is based on units beyond the level of the orthographic word. In other words, a majority of the linguistic knowledge of English NSs "takes the form less of analyzed grammatical rules than adaptable lexical chunks" (Widdowson, 1989, p.132). Bolinger (1975, 1976) suggests that a large part of the English language, although analyzable, is not being used on an analyzed basis. Pawley & Syder (1983, p.193) also indicate that "native speakers do not exercise the creative potential of syntactic rules to anything like their full extent." Thus, grammatical competence is not a matter of being able to analyze a single sentence down to its every word, but rather, it is "a matter of knowing how the scale is to be applied: when analysis is called for and when it is not" (Widdowson, 1898, p.133). Over-analysis of grammatical rules will lead to production of such expressions as "*Before you leap, look,*" which is grammatically correct but "linguistically ill-formed" (ibid., p.133)—a sign of incompetence.

Widdowson's concept of accessibility is the ability to access the mental lexicon to retrieve a piece of "ready-made" language appropriate to a particular context. This "schematic view of competence" (Aston, 1995, p.262) rests on the underlying belief that the human memory system stores lexical representations in multiple forms (Bolinger, 1976; Pawley & Syder, 1983). This concept of accessibility of multiple representations implies an element of "choice" that has to be made during language use. This choice is what Pawley and Syder (1983) refer to as "nativelike selection," which suggests that "the language system enables particular meanings to be conveyed in multiple ways, and that these different paths do not all have equal value: some expressions seem to acquire some sort of valence" (Skehan, 1995, p.97). According to Pawley & Syder (1983, p.193), only a "small proportion of the total set of grammatical sentences are nativelike in form", and if a language user selects expressions which are not nativelike, his/her expressions will be judged to be "unidiomatic, odd or foreignisms" (Pawley & Syder, 1983, p.193).

The above brief discussion highlights the fact that knowledge of multiword chunks and how to select and use them in appropriate contexts is a sign of communicative competence. Widdowson (1989, p.135) puts it succinctly:

> Communicative competence is a matter of knowing a stock of partially pre-assembled patterns, formulaic frameworks, and a kit of rules ... and being able to apply the rules to make whatever adjustments are necessary according to contextual demands.

A Comparison in the Use of Multiword Chunks between NSs and JLEs

In a recent study (Ketko, 2000), two research corpora (Corpora A and B) compiled for a different study (Cox, 1998) were analyzed by the author for NS chunk use in their spontaneous spoken discourse while engaging in two communicative tasks (see Appendix A). Corpus A consisted of 8,097 words and was made up of transcripts of 24 pairs of NSs doing Task A. Corpus B consisted of 8,088 words and was made up of transcripts of 25 pairs of NSs doing Task B. The NS chunk use was then compared with that of six Japanese learners of English (JLEs) while doing the same tasks. The JLEs had over 10 years of formal English language education (six years in junior and senior high school, four years in university), and were considered to have a high proficiency in the English language (they were all English majors in university and had a TOEIC score of 600 or above). However, none of them had had exposure to English outside the classroom.

The study found that NSs used significantly more chunks than JLEs: The NSs used an average of one chunk in every three to five words, whereas the JLEs used an average of one chunk in every 11 to 16 words. The study also revealed that the most common types of chunks used by NSs while doing the communicative tasks were:

1. Fixed phrases with pragmatic functions, such as realizing communicative strategies (e.g. paraphrasing, stalling, giving evaluative response), mitigating own opinion by using "vague language" (Channell, 1994), etc. For example, *I mean; you know; that's interesting; . . . or something like that.*
2. Fixed phrases with discoursal functions, e.g. *of course; because of.*
3. Common collocations, including prepositional phrases and phrasal verbs, e.g. *deal with; at present.*
4. Sentence frames labeled "lexicalized sentence stems" by Pawley & Syder, (1983). For example, N + would be [adj.] to + V: *I would be happy to help; She would be delighted to go there.*
5. Semi-fixed or fixed phrases made up of common de-lexicalized words (words which carry little or no definite meaning when taken out of context), such as "take," "get," "make," "have." For example, *You've* ***got*** *to . . .;* ***get*** *upset;* ***take*** *your time;* ***take*** *care;* ***take*** *it easy.*

The study further showed the following features of chunk use by JLEs engaging in the communicative tasks:

1. Repeated use of a limited number of chunks with discoursal and pragmatic functions (e.g. *I think; of course*).
2. Limited use of common collocations and "vague language" which were frequently spotted in NS discourse.

3. Sentences were mostly built "on the spot" on a word-by-word basis. This resulted in slow and far from fluent output. Moreover, some JLE discourse was unidiomatic and non-nativelike at times.
4. Various instances of erroneous chunk use by the JLEs were found. For example, *I don't have an idea* (for *"I have no idea"*); *As I told above* (for *"As I said above"*).

Although the results were not surprising, they lend support to previous claims (e.g. Pawley & Syder, 1983; Nattinger & DeCarrico, 1992; Lewis, 1993) that NSs use a lot of multiword chunks in their spoken discourse, emphasizing their important role in facilitating nativelike fluency and communicative competence.

The study also highlighted the fact that even JLEs with relatively high English proficiency lack the lexical competence to speak naturally and idiomatically. The limited chunk use by the JLEs indicated that they had to compose most sentences from scratch, thus slowing down language production time. More importantly, generating sentences from scratch at times led to unidiomatic or "non-nativelike" expressions.

As discussed above, the study showed that the NSs verbally realized some communicative strategies (e.g. giving evaluative responses) by uttering a wide variety of chunks, such as *"That's interesting"*; *"That's a point"*; *"I liked your idea"*; *"That's true"*, etc. In contrast, the JLEs verbal realization of such a strategy was limited to repeated use of only a few expressions (most notably *"I think so"* and *"I agree"*), indicating that they might not have in their lexicons a wide enough repertoire of the multiword chunks commonly used by NSs.

These findings point to the fact that if learners are to become competent users of the English language, they should acquire and use multiword chunks in their discourse. It also becomes apparent that in EFL situations, such as in Japan, where most English language learners very rarely have the benefit of learning from direct interactions with NSs, one effective way to acquire multiword chunks, especially those with pragmatic functions, is to be exposed to authentic NS spoken discourse in the language classroom.

Pedagogical Implications

The above discussion underscores the importance of raising learner consciousness in the use of multiword chunks in the language classroom. It also alerts teachers to the fact that:

1. Learners need to acquire a) a wide repertoire of multiword chunks, and b) the ability to make native-like selections in the use and language manipulation of such chunks. To do this, learners should be exposed to spontaneous NS discourse so that they can see how and when chunks are manipulated and used by NSs. This can be achieved by the use of authentic teaching materials. Additionally, teachers should "increase carefully-controlled teacher-talking-time" (Lewis, 1997, p.52), i.e. they should constantly repeat and recycle common collocations and expressions while talking to their students.
2. Learners should be made aware of the close relationship and integration of grammar and lexis. They need to learn commonly used multiword chunks for fluency, and they also need to know and use grammar, which is regulative in function, to adapt a lexical chunk to a particular context (Nyyssönen, 1995).
3. The extensive use of sentence frames also suggests that "it may be possible to teach some of what has usually been considered as grammar in terms of vocabulary" (Kennedy, 1990, p.216). For instance, the word "*would*" is traditionally taught as "the conditional." However, the various common patterns it forms with other words can be more easily taught lexically as fixed/semi-fixed sentence frames, without analyzing their internal structures, e.g. "*Would you like ...*" (offering); "*I would rather . . .*" (showing preference), etc.
4. 1Vocabulary learning should not be limited to the learning of single-word definition and usage. Instead, learners should be taught the various aspects of a word such as its common collocations, and related grammatical patterns (Nation, 1994). In particular, the more de-lexicalized a word is, the more important it is to teach the word in different contexts, showing its most common collocations, and different usage, etc. (Lewis, 1997).
5. The common use of discourse and interactive devices by NSs informs us that these are useful devices and not "linguistic crutches" or "empty fillers" as viewed by some teachers (Nattinger & DeCarrico, 1992), and therefore should be included in the language learning syllabus. It also implies that an "overall preoccupation with lexis at clause- or sentence-level" (McCarthy, 1984, p.14) is not the right approach to teaching vocabulary. Instead, McCarthy suggests that we should examine the use of chunks in relation to other lexical units "(a) above sentence-level, (b) across conversational turn-boundaries, and (c) within the broad framework of discourse organization."

Some Classroom Activities

Outlined below are suggestions for adapting classroom activities to incorporate teaching multiword chunks to language learners. While some of the activities may have been used by language teachers for a long time, the main focus and emphasis here is on "chunk" acquisition and usage, rather than out-of-context, single, space-bound words.

Discovering the use of chunks through discussion and L1/L2 comparison

One effective way to sensitize JLEs to the use of common chunks with discoursal or pragmatic functions is to have students compare their own discourse with NS discourse. This can be done by asking JLEs and NSs to do the same communicative tasks. Their discourse can then be recorded and transcribed for JLEs to compare. Alternatively, NS spoken discourse from movie scripts, TV talk show transcripts, etc. downloaded from the Internet can be presented to students who can then discuss how some common chunks are used and what their functions are. For example, the following is an excerpt of a transcript of two NSs doing a language task:

> *". . . grammatical competence is not a matter of being able to analyze a single sentence down to its every word . . ."*

A: Why don't we each give an example and then . . .
B: Fine with me.
A: Okay, now, . . .

Students have to identify all the chunks therein and discuss their functions. (e.g. "Why don't we" is a sentence frame for making suggestions. "Fine with me" is a chunk with the pragmatic function of showing agreement. "Okay, now" is a chunk with the discoursal function of a shifting topic.) Students are also encouraged to suggest L1 equivalents.

As Yorio (1980, p.440) points out, the emphasis here should be placed on raising learners' awareness of "sociolinguistic variables, not on immediate production". This can be best achieved by discussion and L1/L2 comparison.

"Spot-A-Chunk" activity to sensitize JLEs to the concept of "chunking"

Many JLEs tend to translate word for word from L1 to L2 or vice versa, ignoring the fact that many multiword chunks cannot be analyzed and broken down to single words. Thus, giving students a short article or transcript of conversation and asking them to spot all the chunks therein is a good exercise for making them realize what constitutes a "chunk" and how frequently chunks are used in English. After spotting all the chunks, various activities can be done, for example, have students suggest L1 equivalents for some of the fixed idiomatic chunks. Some teachers may think that this is a reversion to the outdated "Grammar-translation" method. However, as Lewis (1997) points out, many multiword chunks, especially those with pragmatic functions, do have equivalents in other languages. Having students translate chunk-for-chunk (not word-for-word) has the advantage of getting students to associate chunks in L2 with their L1 equivalents, which can greatly reduce the burden of L2 learning on the students. This exercise is especially useful for spotting chunks formed by de-lexicalized words. Many students tend to ignore "small" words (e.g. "take," "get," "point") because they understand the literal meaning of such words. However, many useful chunks formed by such words are idiomatic, and their real meaning is hard to decipher, e.g. "**take** your time," "**take** it easy," "**take** a break," "**take** your point." Identifying and learning how to use these chunks will greatly increase the students' vocabulary size and fluency.

For sentence frames or chunks that can have different words in them (e.g. *The **thing/point/problem** is . . .*), students can be asked to suggest which word(s) can be substituted in the frame and the respective meanings of each.

Using corpora and concordances in the classroom

With the advance of computer technology, corpora and concordances are now available relatively easily to teachers for use in the language classroom. The use of corpora and concordances is advantageous because it encourages students to discover language use on their own (Tribble & Jones, 1990). Corpora for classroom use can be compiled using various materials depending on the needs and skill levels of students. Some good sources of materials include academic textbooks, movie scripts, news and talk show transcripts downloadable from various sites on the Internet, etc. (For detailed instructions on how to compile a corpus, please refer to John,1997.)

By running a corpus through a concordancing program (e.g. ConApp; Web Concordancer; WordSmith), a concordance list for a certain word can be generated (see Appendix B). Students can be asked to look at such a list and discover for themselves the most common uses of, for example, a delexicalized word and its collocations, and the contexts with in which such collocations are used. They can then share their discoveries with the whole class. Teachers can use concordance lists to create language exercises such as gap filling exercises. For ESP teachers, a corpus made up of a single theme or subject can be created, and used to show students the high frequency chunks in a specific content domain.

Short language exercises and games
Commonly used language exercises and games can easily be adapted to give students quick, short spurts of chunk practice. Below are just a few:

a) *Scrambled Sentences*
Students have to put the words in the right order. The sentences should be, or contain, common multiword chunks. For example:

it/for/go	- go for it
its/or/never/now	- it's now or never

b) *Hangman*
Use short fixed, commonly used expressions. The function of the expression can be given to students as a hint. For example: G O F O R I T (Hint: An expression used to encourage someone to try something)

c) *De-lexicalized Word Race*
Give the class a de-lexicalized word (e.g. take). In small groups, students have 5 minutes to come up with as many common expressions containing the word as possible. For example:
take a bath; take your time; take it easy . . .

The above are just a few activities, among many, which are useful for raising learner awareness in L2 chunk use. More suggestions can be found in Lewis's *Implementing the Lexical Approach* (1997, Chapters 6 & 7).

Conclusion

The fact that native speakers of English use a lot of multiword chunks in their discourse is indisputable. Equally indisputable is the important role played by these chunks in the facilitation of communicative competence. However, it is still not common practice for language teachers to systematically introduce such chunks to L2 students. Although a few language textbooks have started to draw learners' attention to the concept and importance of chunks, the majority of the textbooks writers with books on the market have been slow to catch on. Before learners can be taught such chunks, a paradigm shift in the concept of "vocabulary teaching" has to be embraced by language teachers and material writers alike. This can only be achieved through more disciplined research in this area. Teachers are also encouraged to take on the role of researchers by investigating more into the natural language of English.

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Hazel Ketko received her MSc in TESOL from Aston University, Birmingham, U.K., and is now teaching EFL at Hiroshima International School and Hijiyama University. She is interested in corpus analysis and computational linguistics. <ketko@fureai-ch.ne.jp>

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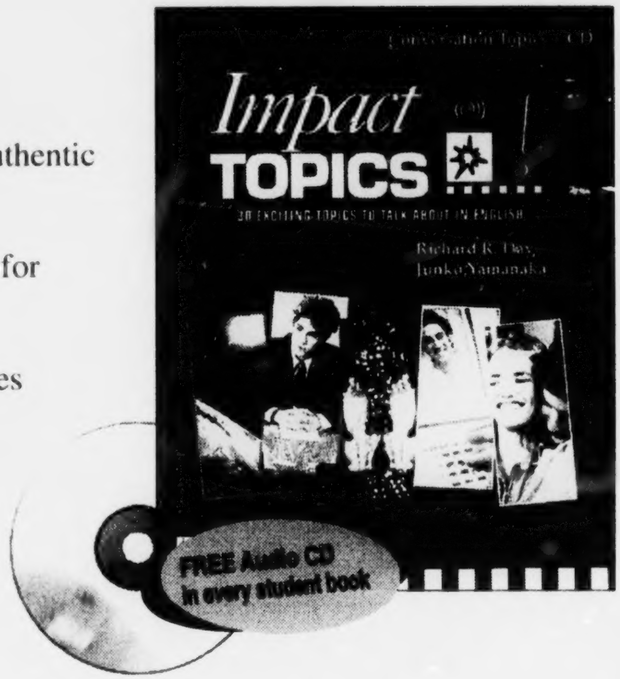

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Appendix A

The communicative tasks used in the study

Task A

List the three most interesting cities or places in your country and say why people should visit them. Discuss your ideas briefly and then say which of your partner's places you would most like to visit.

Task B

What advice would you give to the person who wrote this letter? Discuss your ideas and then agree on the two best suggestions.

Dear Angie:

My husband and I are worried about our daughter. She refuses to do anything we tell her to do and is very rude to us. Also, she has become very friendly with a girl we don't like. We don't trust her anymore because she is always lying to us. Are we pushing her away from us? We don't know what to do, and we're worried that she is going to get into trouble.

Worried Parents

Appendix B

First 12 Concordance lines for "take" (Brown Corpus)

forget it all. But you just have to	take a few multivitamins and plough on.
se next year when the school will	take a further cut because a reorganisat
hought I would get a good degree,	take a law conversion course and become
s must keep you busy - but please	take a moment to hear the views of an 'o
But if moral theology is thus to	take account of biology, then it must su
n asked: 'Is it practical? If you	take action against parents you tend to
s minister, when asked if he would	take action on class size, 1991 W H A
order or a personal computer can	take advantage of materials in an easy-t
with Springer and Mark Fielding to	take advantage of tax changes that allow
us fought to get this far that we	take 9am starts very seriously. We had
was one of the first in Britain to	take an interest in this music, invitin
living in TV and theatre, which I	take as success. But in answer to the q

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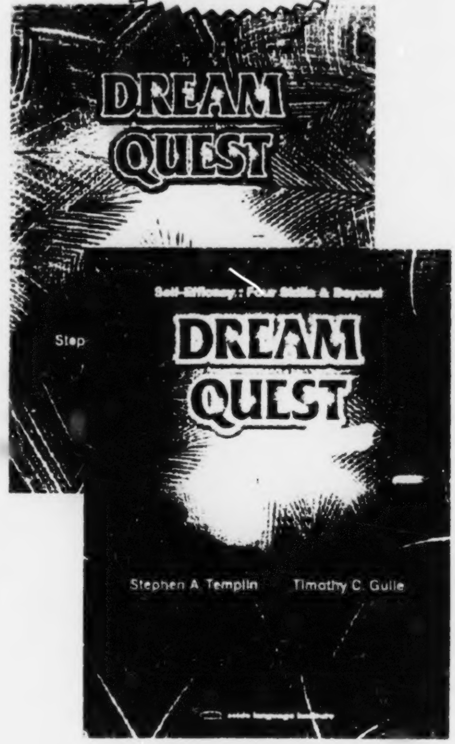

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Robert W. Long III
Kyushu Institute of Technology

Adapting DiPietro's Strategic Interactions to an EFL Context

Robert DiPietroのstrategic interactions (SI)は、ESLの環境ではうまく利用されているが、EFLの環境では、そのままこのアプローチを実行するのは困難である。本論では、strategic interactions (SI)の理論的根拠が紹介され、日本人大学生と行った予備研究で明らかになった4つの問題点が報告される。また、EFLの環境のためのS！として、多数のプラグマティックタスクの利用、関連文脈の多様化、多様な会話ストラテジーをとりいれたモデルの使用、学生の評価やフィードバックの採用など変更点が挙げられている。さらに、初級、中級レベル学習者のためのプラグマティックタスクが例提示されている。

Introduction: Time for a Change?

If you are like many teachers, you probably have been using a textbook that relies heavily on situational/grammar routines, along with a few references to functions. Popular textbooks that use this approach include *English Firsthand, Interchange, True Colors, Headway* among others; typical situations include dating, personalities customs, getting around town, movies, and meeting classmates. At first glance this approach seems the most sensible approach to teaching communicative oral English; however, unless one has very motivated students, this approach (especially after the several weeks) tends to fall flat, with teachers initiating most of the routines, and students ending up trying to memorize words and phrases. Even in the best of circumstances, it is difficult to make this approach work since it is a collection of unrelated conversational routines and vocabulary with no connection to the speaker's own identity and context. This lack of intimacy may have negative consequences for those learning foreign languages as DiPietro (1994) states: "The transactional value of any utterance must be interpreted in the context of a particular speaker working through a scenario with a personal game plan in mind" (p. 39). Language is tied to context and to identity, taking away these two crucial elements leaves students with only a very superficial knowledge of English structures.

A second issue relates to the tendency of some teachers to believe that their students are becoming more fluent if they master more grammar and conversational role plays. Knowledge of English, however, does not lead to interactive competency. Since language involves emotions, communication breakdowns can easily occur when a speaker is being persuaded, pressured, or annoyed. Also, interactions are often complex as well as ambiguous; DiPietro discusses the breadth of this ambiguity and breaks it down into three parts: (a) structural (focus on information), (b) transactional (focus on negotiation and intention), and (c) interaction (emphasis on roles and speaker identity) ambiguity. Furthermore, breakdowns in conversations can easily occur because there is a variety of ways that meaning can be expressed, and students may not be familiar with every colloquial expression and cultural convention (see also, DiPietro, 1983).

In short, I found that the act of rehearsing communication tends to be superficial, and predictable since the only motivation to speak is to receive a grade. When language instruction and textbooks ignore the importance that one's emotions and identity has on communication, students will have difficulty being motivated. With strategic interactions (SI), the motivation to speak (just as it is in real life) comes from trying to solve problems, interact and form relationships, and to project one's own identity and views.

Strategic Interactions

The procedure for SI has three stages: (a) the rehearsal stage where participants discuss and negotiate the problem-solving strategies and discuss which functional expressions are applicable to given situation, (b) the performance stage in which students perform the scenario in front of participants, and (c) the debriefing stage, a time in which students (and the teacher) will discuss their reactions to the scenario and whether or not their responses were appropriate and accurate. Strategic interactions can be done with novice to advanced speakers, from word-level phrases to paragraph length speech; grammar and forms are learned by analyzing errors (and strengths) in their own responses. The principle aim of strategic interactions (SI) is to develop student confidence, fluency, linguistic accuracy, and pragmatic competency.

Students are cast in various contexts in which they are reacting to questions, comments, observations, opinions, invitations, problems, and conflicts. Strategic interactions are more than a glorified role play insofar that they are open-ended allowing teachers to explore differences in language and outcomes; furthermore, they can be episodic, covering two or more events. Second, not only is there a shared context, but the participants have their own agendas and identities that are linked to the real world. There are also different types of scenarios: group, multiple-roled, data-based, and open-ended (below).

Piloting Strategic Interactions

I began piloting SI a year and half ago with 66 first and second year university students who met for 90 minutes once a week for class. It soon became clear that various tasks were needed to sustain student motivation from lesson to lesson and that even novice open-ended scenarios were too difficult. The literature on pragmatics was helpful: there are six types of tasks that can help develop a student's interactive or pragmatic performance. (For more details, see Brown, in press; Hudson, T., Detmer, E., & Brown, J. 1992, 1995; Yoshitake & Enochs, 1996; Enochs & Yoshitake-Strain, 1999).

1. *Written Discourse Completion Tasks* are any pragmatics measures that oblige examinees to (a) *read* a written situation description and then (b) *write* what they would say next in the situation.
2. *Multiple-choice Discourse Completion Tasks* are any pragmatic measures that oblige examinees to (a) *read* a written description then (b) select what they think would be best to say next in the situation from a list of options.
3. *Oral Discourse Completion Tasks* are any pragmatics measures that oblige examinees to (a) *listen* to a situation description (typically from a cassette recording) and (b) *speak aloud* what they would say next in that situation (usually into another cassette recorder).
4. *Discourse Role-Play Tasks* are any pragmatic measures that oblige the examinees to (a) *read* a situation description and (b) *play a role* with another person in the situation.
5. *Discourse Self-Assessment Tasks* are any pragmatic measures that oblige examinees to (a) *read* a situation description and (b) *rate* their own ability to perform pragmatically in that situation.
6. *Role-Play Self-Assessments* are any pragmatics measures that oblige the examinee to both (a) *view* their own pragmatic performance(s) in previously video-recorded role plays and (b) *rate* those performances.

Due to equipment restraints, I have piloted all but the last task. In time, I found it very helpful to sequence activites, starting with easier multiple-choice discourse completion tasks, and discourse self-assessment tasks followed by written discourse completion tasks, before moving on to more open-ended discourse role plays; see Appendixes B and C of a description of novice and intermediate-level activities that have proven successful in stimulating interaction and developing interactive competency.

A second problem related to situations that were familiar, meaningful and realistic, a context that my students could immediately relate to and would find interesting. In the real world, Japanese students rarely would speak English to each other except for situations like English clubs meetings; therefore, it seemed logical to have situations based on four intercultural contexts (a) orientation (in which students ask for directions, or help foreigners in some manner), (b) socialization, (c) problem-solving, and (d) conflict resolution. (See Appendix A for a deductive dialogue based based on orientation). Before beginning each task, I read outloud the situation, outlined the purpose of the two (or more) roles, and explained any underlying social or cultural factors that might be relevant.

Also, in the initial phase of piloting, I had too many scenarios either ending too quickly or turning into an interrogative bout of questions and answers.

For example, if one of the goals in a scenario was to a discover two interesting things about a classmate, many students would briefly answer the questions with one or two words. For further insight into issues relating to self-disclosure and communicative styles, see Lebra,1987; Barnlund, 1975, Kobayashi & Nihei, 1995. I decided to emphasize conversational strategies, using the direct approach (Richards, 1990) of teaching fixed expressions. As Dornyei and Thurrel (1994) maintain, "polished conversationalists are in command of hundreds of such phrases and use them, for example to break smoothly into a conversation, to hold the listener's interest, to change the subject, to react to what others say, and to step elegantly out of the conversation when they wish" (p. 41). Thus, extensively modeling these phrases and how students can work from brief and formal responses to longer, and more spontaneous, personal, and informal replies proved very helpful as was writing deductive dialogues that included interruptions, use of fillers, topic-shifts, hestitation devices, and various kinds of closings (see Appendix A). Random reviews of various tasks (usually five or six times over two months) helped to improve pragmatic competency insofar that students would be encouraged to speak faster, and extend on their answers as they changed partners and roles.

A final issue related to debriefing and evaluation. As for debriefing students on specific issues or problems that they had in their interactions, I relied on two methods in which to provide feedback: randomly selecting and listening in on two or three pairs of students and using their strengths and weaknesses as a means of feedback for everyone in the class, and using written discourse completion and discourse role play tasks as a means of identifying problematic areas for discussion. Serious attention to grammatical or sociolinguistic errors would only be given if they were repeated over a period of several weeks. As for exams, I have used two kinds of tests, the first being a speaking, listening and writing test which included two versions. Again, following the same procedures used for the SI tasks, a student writes his or her name on the test, changes exams with a classmate, reads aloud the comments, questions, opinions within each task, and then records the responses of his partner. When students finish one section, they can then change partners. I found that it is important to leave enough time so that students can check and edit any mistakes. A second option is a reading and writing test that contains various tasks, and gambits; students write down how they would verbally respond to each situation and prompt. Evaluation of student performance is based on three criteria: (a) accuracy, if the student's choice of vocabulary and wording is suitable; (b) appropriateness, whether a student's response was relevant, sensitive, polite, and mature; and (c) effort, whether or not the response was sufficient. Depending on how strict one wanted to be, students could meet two or all of the above criteria.

Conclusion

It might appear that the teacher's role with SI-based activities is limited, but for this approach to work, teachers still need to observe the dynamics of the pair or group, paying close attention to body language, intonation, and to turn-taking. Furthermore, teachers need to suggest options and model utterances if the pair or group appears to be stymied. In conclusion, I found using SI-based activities made my class far more interactive and interesting. It allowed me to put aside the shopping list of functions and conversational routines that textbooks offer and break into some real conversations and interactions.

Robert W. Long has been teaching in Japan for seven years in both Hiroshima and Kitakyushu. He holds a specialist degree in TESL. Aside from strategic interactions and curriculum, his current research areas include culture, social psychology, and interlanguage. <long@dhs.kyutech.ac.jp>

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Appendix A
Deductive Dialogue

Directions: Write your name on your paper and change papers. Write your partner's response on his or her own paper. After finishing, practice the following gambits, changing partners. Work on fluency and accuracy.

Gambit 1 – Geez, This is the craziest sport I have ever seen

Situation:	Getting oriented in Japan
Problem:	An American does not understand sumo, and wants to know all about it.
Purpose:	Explain the rules, and goals to sumo.
Grammar:	Models: should, shouldn't, must, mustn't.
Relevant expressions:	"Well, I don't know that much about it, but . . ." "In sumo, the goal is to push, throw down one's opponent"

Role A. An American	Role B. Yourself
Context: You are sitting in the university lounge and you are watching a sumo contest. You have never seen a sumo match before, and you ask a Japanese sitting next to you about it.	Context: You are watching a sumo match on TV, waiting for a friend. An American turns to you and wants to know about sumo.
Comment: *This is pretty crazy. Do you find this exciting?*	Reply: ____________________
Comment: *Really?*	Reply: ____________________
Comment: *Well, what the rules? It just seems to be a lot of pushing and slapping.*	Reply: ____________________
Comment: *Oh–wait a minute. I have a phone call.*	Reply: ____________________
[After finishing on the phone] Comment: *Now, what were you saying again?*	Reply: ____________________

Episode 2 After watching a few bouts

Comment: *Now, that last bout —it seems real unfair that the small wrestler has to compete against that larger one.*	Reply: ____________________
Comment: *Well, anyhow, I think it would be more interesting with women*	Reply: ____________________
[After finishing on the phone] Comment: *Oh my, I GOT to go! I' m late for a lecture! See ya!*	Reply: ____________________

Evaluation of Conversation (Teacher)

	Appropriate		Accurate		Sufficient

Appendix B
Novice-Level Strategic Interactive Tasks

Activity	Competency Procedure	Examples
Better Said *Multiple-choice Discourse Completion Tasks*	**Orientation**: Providing word/phrase level information about oneself or interests. **Procedure**: Have students read and mark their responses. Afterwards, provide answers. Discuss and have students interact with one reading aloud the prompts, another responding.	Prompts 1. *I am interested in rap music.* [ ] Oh, really —I think it is garbage myself. [ ] Wow! I didn?t know anyone like that stuff. [ ] Hmmm —I always wanted to know more about it. [ ] Oh —great.
I Stand Corrected *Discourse Role-Play Task*	**Orientation**: Correcting misinformation about one's background or history, or in regards to location, process. **Procedure**: Have students select various ones to ask their partner. After changing partners and roles, have students speak longer and faster.	**Role A**: 1. Isn?t your name Haga? 2. I heard that you have 6 people in your family? 3. Mr. Long said you like playing volleyball. 4. If I remember correctly, you said you like chess. **Role B**: 1. Is it true that you were born in Hokkaido. 2. Is today really your birthday? 3. I like running just like you. 4. So how long have you practiced kendo?
Are You Free *Role-Play Self-Assessment*	**Socialization**: The focus is on making invitations, and establishing common interests. **Procedure**: This is done in groups of 5; 4 students extend various invitations to the remaining student who must accept and reject them. Students change roles, and afterwards, they decide which student did the best.	Recipient: (accepts or rejects invitations, ideas) **Student A**: How about dinner, let?s go to that soba shop across the street. **Student B**: Hey, let me treat you to dinner at McDonalds. **Student C**: Would you like to have dinner at that new Italian restaurant. It has REAL Italian food. **Student D**: There is a BBQ party at my place. Could you bring some beer. It's at 7:00 p.m.
In Context *Discourse Self-Assessment Task*	**Various Contexts** **Procedure**: Students read through various situations and rate their competency. Afterwards, they choose one or two of the situations, and write out how they would respond.	Scale: 1 - Very easy 2 - Somewhat challenging 3 - Difficult 4 - Very Problematic 1. You meet a beautiful woman/handsome man who is from New Zealand. Introduce yourself, and invite him/her out to dinner. [ ] 2. Your friend has had your favorite CD and you want it back. You think he/she might have lost it. Ask about it. [ ]
You Don' t Say *Written Discourse Completion Task*	**Problem-solving**: Respond to various complaints, and issues. **Procedure**: Have students read through and write down how they would respond to problems. Then in pairs, with one student giving advice, and the other responding to various complaints, and problems. Change partners so students can work on fluency.	Issues: 1. I have always lost at pachinko, mahjongg & poker. 2. I don' t like learning English; it?s too difficult. 3. I like playing baseball, but our team is really bad. 4. I have such a busy schedule! I wish I had more time. 5. Do you have ANY free time lately? I don' t know what to do. 6. I have no friends here; everyone is too busy!

Face to Face *Written Discourse Completion Task*	**Problem-solving**: Respond to situational-based issues. **Procedure**: Again, have students read and write down how they would respond before acting out the practice. After doing several situations, have students change partners. Students who respond do not read aloud their response. Work on fluency.	Situation: Your club captain wants the team to have more practice each week —two more hours! How do you respond? Club Captain: I' ve been looking for you. You know, I have been thinking that what the team really needs to have more practice. So we are going to practice 4 hours on Saturday instead of two. You: ______________________ Club Captain: Did you know that other school and city teams practice 5 hours each weekend? You: ______________________
For the Record *Discourse Role-Play Task*	**Conflict-Resolution**: Have students affirm or deny a variety of rumors or misunderstandings. Use two versions for pair work. **Procedure**: Have students in rows read through and respond to each other's prompts.	Set 1: 1. How can you be so lazy and relaxed all the time? 2. Someone said that you are always show up late? 3. Did you really cheat on the entrance exam? Set 2: 1. Am I to understand that you spend 90,000 a week on clothes? 2. So, do you like wearing old clothes all the time? 3. Why did you say that I can' t speak English?
What If *Written Discourse Completion Task*	**Conflict-Resolution**: Have students listen and evaluate various solutions to a series of issues. **Procedure**: Students act as if they ask soliciting advice for a friend. In groups of 4, one student will listen and decide on the best answer for each cue. Act out.	Comment: My Response 1. Someone told you that your best ____________ friend was boring for not liking ____________ baseball. ____________ 2. What if someone told you that ____________ you were not good looking. ____________

Appendix C
Intermediate to Advanced Level Tasks

Activity	Competency Procedure	Examples
We Believe *Written Discourse Completion Tasks*	**Orientation:** Providing word/ phrase level information about various issues and ideas. **Procedure**: Students in pairs decide on they would both would respond to a list of comments from people abroad. Afterwards, students change partners, chose if who reads and who responds, and work on their oral responses.	**Jerry Fostrum**, from New York City, writes, "Many people think sumo is the national sport of Japan. Therefore, don' t you think it should be limited to just Japanese participants?" Our response: ______________________ **Carlos Servito** (Manila, Philippines): "I think baseball is not all that interesting. I am puzzled why Japanese like it so much." Our response: ______________________

Do' s and Don' ts *Oral Discourse Completion Task*	**Orientation:** Correcting misinformation about some aspect in Japanese life and culture. **Procedure**: Have one row of students read out the following comments to their partners (who is not allowed to see the prompt). Students read and write down what their partners says	Prompts concerning Japanese food: 1. Japanese put a lot of ketchup on natto. 2. I heard most Japanese have five bowls of miso soup in the morning. 3. Always put salt on your sashimi. 4. Make lots of noise when you are eating udon or steak; it' s normal. 5. Always eat half of what is put on your plate; otherwise, people will think you eat like a pig.
How About *Discourse Role-Play Tasks*	**Socialization:** The focus is on responding to invitations and ideas. **Procedure:** This is done in groups of 3; one student is a reader and decides which response is best.	**Classmate**: (Jim Cook, American, 19) **Comment**: "Say I heard that many families like to get together during *Shogatsu* and go to three temples. Can I join you and your family?" **—Student Response —** **Comment**: "It would be such a wonderful opportunity to go with someone' s family —and to videotape everything too!" **—Student Response —**
Explain It Again *Oral Discourse Completion Tasks*	**Socialization:** The idea here is that students will try to help a foreigner out by explaining the background of some game, cultural convention, concept, etc. **Procedure**: Teachers read a loud a situation to a group of students who then state how they would respond. This can also be done on tape with students giving their best response.	**Susan Heverston**, New Zealand, JET at Fukui High. 1. *"I' d like to learn a Japanese game to impress my friends. Some friend tried to tell me, but I just didn' t understand. What do you think is the easiest game, and can you teach me?"* **Bill Hapner**, British, businessman, Tokyo. 2. *"I just can' t understand which game is hard Gomokunaraabe or Igo, and why?"* **Richard Nichols**, 34, American Tourist. 3. *"A friend of mine said that video games are very bad for Japanese children since they learn nothing from them. He said that traditional games teach children how to think. How do you feel about this."*
Paired Gambits *Discourse Self-Assessment Tasks*	**Problem-solving:** **Procedure:** In groups of five, students read through various situations and rate how they would do, giving reasons. Students then choose one person to act out how he/she would roleplay the situation.	Scene 1 **American Friend Role A** *You know, I think you should meet my [sister /brother]. He/she is very lonely. I know you could make him/her very happy.* Your response: ______________________ [ ] Scale: 1 - Very easy 2 - Somewhat challenging 3 - Difficult 4 - Very Problematic *It would really mean a lot to her/him if you could go out for a movie and dinner.* Your response: ______________________ [ ] Scale: 1 - Very easy 2 - Somewhat challenging 3 - Difficult 4 - Very Problematic

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Perhaps Its Best *Multiple-choice Discourse Completion Task & Written Discourse Completion Task*	**Problem-solving:** Present students various intercultural issues and optional responses. Also give students a chance to state how they would initiate or respond to the given option. **Procedure:** Have students read through the various options, marking the best response, as well as writing down what they would say/write in that situation.	1. Your home stay family keeps taking you to parks, (they love parks), but you find this boring. A) Say nothing because whatever you might say would be insulting. B) Leave a written note about your feelings. C) Say that you don' t like parks. D) Suggest an idea of visiting a museum. E) Give various excuses for not going; find other people who will take you where you want to go. F) Have the son/daughter relay your feelings. My oral/written comment would be: ________ ________________________________
You Should Have Said *Written Discourse Completion Task*	**Conflict-Resolution:** The aim here is to have students understand various inappropriate replies and to give better ones. **Procedure:** Have students in pairs, find out how their partner would respond better to the prompts. There are 2 versions, one for each student.	Version 1 1. Someone calls you a cheater during a ball game. But you didn' t cheat. So you say: "I am VERY sorry. I better leave." Should have said: ____________________ 2. Your best friend from Canada doesn' t like the way you explain the rules to shogi, so you say: "FINE! If you DON' T like the way I explain, find another teacher." Should have said: ____________________

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Richard Shooltz
Tokyo Kasei University
Dirk Yuricich
Former PSA Director

PSA Programs in Japan: Dilemmas and Solutions

本国内で通う海外留学準備コース（PSA)である。これらのコースは、海外の大学や短大の厳しさに備えるためのものである。しかし、これらの多くは、外国語としての英語教育（EFL）向けであり、学生が本当に必要としている大学・短大での授業に対応できる英語（ESP/PSA)の訓練をしていない。このことは、多くの学生が予測されることに何の準備もしないで、海外の大学・短大で学び始めることを意味している。本論では、どのような種類のESP/PSAプログラムを学生が探すべきなのか、学生がプログラムを選択する際に助言するには、教師はどのようなことを知っておくべきなのかを論述する。

Choosing A PSA Program

The Japan Times (1997, p.14) reported that, according to the Japanese Ministry of Justice, over 180,000 Japanese students went abroad for studying or research in 1996. Since many of these students came right from Japanese high schools, this has led to the opening of many *Preparations for Study Abroad* (PSA) courses, throughout Japan. There can be two problems with PSA courses. First, the classes may focus on English as a foreign language (EFL) and not emphasize English for Special Purpose (ESP) skills. Second, because many high school guidance teachers have not lived or studied abroad, they may not know how to advise their students. This paper would like to provide some information about the problems that some of these programs have in Japan and why Japanese students do not always excel when they enter an overseas university.

Selecting the Student

Intellectually, Japanese students are prepared for studying at a foreign university. The Japan Times (1996) reported on a study done in 1995 by the International Association for the Evaluation of Educational Achievement which showed that out of 46 countries world wide Japanese students ranked 3rd in math (with 605 points, the world average was 513) and 3rd in science (with 571 points, the world average was 516). This study shows that the education the students receive in Japan have prepared them quite well when compared to the students in other countries. But scores may be a poor indicator of a student's performance overseas; thus, when selecting a student for a PSA program, it is important to choose someone who is highly motivated, who sees English as a tool to communicate ideas, and who is willing to work hard at learning the necessary study skills needed to do well at a foreign university. Students should be asked how motivated they will be in having to attend class consistently, read hundreds of pages a week, take detailed notes, and contribute to class discussions. As Ballard (1996, p.155) has written:

> Overseas students cling tenaciously to the learning strategies that have worked so well for them in the past. They assume that hard work correlates with success, and so if they do poorly in an early test in a course they are prepared to work even longer hours to improve their grade—the problem is that they are working in

> a reproductive rather than analytical style . . . [therefore] . . . their difficulties lie in the disjunction of expectations about the styles of learning that are required and the excuse of poor language competence merely glosses over these more basic problems.

Choosing a PSA Program

After a student has been selected, the next step is to find an appropriate PSA program for them to enter. There are several aspects that should be considered before a program is selected. First, teachers need to find out whether the successful completion of the program allows the student to enter a junior college or university directly, or if students have to attend an English language program. It is important that the PSA program helps the students develop the necessary TOEFL scores to allow them to score a minimum of 450 points, which is the bare minimum needed to be allowed into a two-year junior college program or a minimum of 550 to 575 for a state four-year university. To accomplish this, a PSA program should have connections with as few schools as possible. Some programs stress the fact that they have connections with many different colleges in several different countries. The problem with such programs is they do not provide a sound and specific curriculum that helps the student develop the study skills they need. If a program attempts to state that it prepares a student for many colleges, it really is not preparing a student properly for any college. In Japan, just as the entrance exam to each university is slightly different so to are the requirements for colleges in each state or prefecture in various countries. The goal of a PSA program should be to prepare the student in a year's time to be able to enter the foreign college as a regular student and not to have to attend further English classes at a foreign college's English language center in order to meet the college's requirements.

"the student going overseas . . . needs to . . . develop different study skills so they can compete with the other students in the class"

To check on the success of the program, a teacher should ask to see the success rate of former graduates from past PSA programs: How many students are able to enter directly into a college and how many need to enter EFL classes before they can proceed? Also, teachers should check on the number of Japanese students who have graduated from the foreign universities, and how long getting a degree has taken them. Each student is different, but a junior college student normally takes two to three years to graduate. If it is taking longer, then perhaps the students are not being prepared properly before they arrive at the college.

Finally, a good PSA program should follow up on the students after they graduate to see what type of jobs the students are getting or if they are pursuing further education. This is the real mark of a good PSA program—do they follow the students from the time they enter the PSA program until they graduate and continue their careers? Only by getting feedback from the students can a PSA program improve the courses it offers. Also, any PSA program that is unable to provide the above information may indicate that it is only in business to make money and not developing the academic skills the students need to excel at an overseas university or college.

Having connections with as few schools as possible allows a PSA program to develop courses that will transfer to the foreign college. Programs that know the foreign college requirements can set up courses in Japan that will then transfer to the foreign college and help the Japanese student graduate perhaps six months to one year ahead of time. It is important that the teacher checks to make sure that the transfer credits apply directly to college graduation and are not being transferred to the EFL program since this will not help the student to graduate early. In order that the students receive the proper instruction to get the credits they need, the majority of teachers involved in the PSA program should have a Master's or other advanced degrees. For class credits to transfer, colleges require that courses must be taught by teachers who have, at least, a Master's Degree in the subject area.

A Proper PSA Curriculum

When a teacher is looking for a course for the student to join, the most important aspect is the curriculum. However, this can be difficult to evaluate because most teachers in Japan have not studied overseas so they may be prone to choose a program which is more EFL oriented instead of more ESP academically oriented. Teachers should remember that the student going overseas not only needs to learn English but also to develop different study skills so they can compete with the other students in the class. Ballard (see Table 1) points out the differences between a good EFL program and the kind of academic program a PSA student needs in order to develop the skills necessary to excel at a foreign university or junior college.

Listening

Since university teachers convey most of their information through lectures, a student's listening comprehension is extremely important. Even taping and

Table 1. *Contrasting Aims of Language and Academic Classes*

Mode:	**Language class aims:**	**Academic class aims:**
Listening:	total comprehension	selective of content
	capacity to "store" whole text	selective "storage"/ note-taking
	attention to discrete language	critical responsiveness to content
	features, e.g. pronunciation and sentence construction	
Speaking:	production of accurate sentences	expression of complex ideas
	accurate pronunciation and	raising relevant questions/criticisms
	intonation	
Reading:	generation of correct linguistic structures	development of ideas
	manipulation of appropriate registers	command of appropriate style of argument
Writing:	generation of correct linguistic structures	development of ideas
	manipulation of appropriate registers	command of appropriate style of argument

Note: Ballard (1996, p.156)

listening to lectures again becomes difficult if a student is taking three or four courses a week. A PSA course needs to teach students how to recognize important issues and avoid becoming concerned with understanding every single detail of a lecture. The course should also incorporate a note-taking class in conjunction with a listening program, using tapes that are academically oriented to give the students plenty of practice in learning their note-taking skills. Unlike Japanese schools, foreign university professors only write a small part of their lectures on the board, so it is imperative that the student be able to listen and identify the important concepts being talked about and not wait for them to be put on the board.

Speaking

A PSA student will be expected to express their opinions about what has been covered in the lectures and to relate this to the reading assignments. A student is expected to move beyond phrases like "It is interesting" or "I think so too" and to state their opinion as well as to explain their reasoning. A good PSA program should help students to debate and disagree with others. While this may be a challenge for many Japanese students, offering effective criticism in a class discussion reinforces the tenet that students can learn from each other. Also, student participation can be an integral part of a student's grade.

Because a professor might ask a foreign student to explain the situation in their country, a good PSA speaking program should also help the student to develop good oral presentation skills. Having students give two- or three-minute speeches in class, particularly developing effective cause and effect arguments, will help build their confidence in public speaking.

Reading

Bamford (1993, p. 63) has observed, "that Japanese students have been trained to use a single strategy for dealing with unfamiliar written language: transpose it word-for-word into Japanese." This method slows a student's reading speed down so much that it could take 30 or 40 minutes to read a single page. Since a foreign university will often have students reading 30 or 40 pages a day in addition to writing several essays summarizing what they have read, it is clear that a PSA course needs to move students away from this word-to-word technique to a skim and scan method that focuses on the main ideas of the story. For example, a program can begin with shorter newspaper type stories so the students can develop their vocabulary along with developing their scanning and speed-reading techniques. At the same time, students should be encouraged to present summaries of their readings and compare them with others. Teachers can then help students to develop and support their own opinions.

Locating resource material in a library is another important aspect a PSA program should cover; students should learn how to access data in electronic formats and to find information in relevant journals and books. This is another reason why a good PSA program should be connected to as few colleges as possible: Information about the library, for example, can be given along with maps and brochures.

Writing

For many subjects, students will need to write well. This skill is often overlooked in secondary educa-

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tion because of the Japanese university exam, which is comprised of multiple choice and short answer questions. Thus, students may never write long essays in Japanese, let alone in English. In fact, the only time a Japanese student writes any kind of research paper will be for a university seminar class, usually in their senior year. Therefore, a final goal of PSA program should include an eight to ten-page typed research paper with corresponding footnotes and bibliography. The writing program should be centered around a process writing style that takes the student from choosing a proper idea, to outlining their papers, writing a first draft, editing the first draft, and then rewriting the first draft into an improved second draft to be submitted for a grade. Emphasis should be placed on having students write in their own words, properly citing any information. At a foreign university, plagiarism is considered a serious offense, so students need to be reminded of this and taught the importance of doing their own work. Kenner (2000, p.26), the course leader of the European Commercial Law Department at the University of Leicester, writes a student caught plagiarizing will in the worse cases, be expelled from the university. This is a policy at all universities and junior colleges, wherever a student may attend.

A writing course should also help prepare students for essay tests that are sometimes given at foreign universities. Most social science courses have essay tests in which the student may have one or two hours to choose three or four topics and then write a two or three-page essay about each topic. Therefore, students need to be taught how to quickly analyze the topic, generate an outline, and then write their essay, drawing information from their notes and the outside readings. A PSA program should gradually develop such skills so that they are able to write two good essays in a 60-minute period.

Cultural Awareness

Besides the importance of academic preparation, a PSA program should review the social customs and morals of the target country; this will solve many cross-cultural problems that can arise in living abroad. Teachers need to discuss serious issues like emergencies (dealing with the police, fire department or going to the hospital) along with problems such as unfriendly roommates, and unhelpful professors. It is important that the student knows where to turn, so they are not left to suffer in silence, but can get the most out of their education at a foreign university.

Conclusion

With more students wishing to go overseas to study, it is important that teachers know more about PSA programs to provide an in-depth orientation so that students can make an informed choice. The transition from a Japanese high school to a foreign university or junior college can be difficult if the student is not well prepared. Thus, any school that is unable to describe its courses or provide information on the students is one to avoid. Since the students will be investing a lot of time and money in this program, it is important that they get their money's worth out of it. In short, these general guidelines will help high school teachers to find an appropriate PSA course for their students to pursue. After all, there is nothing more disappointing than for someone to spend their time, money, and energy in a program that does not properly prepare them to fulfill their dreams. The better a teacher is prepared to help their students, the better choices the students will make for their future.

Richard Shooltz is a lecturer at Tokyo Kasei University, teaching oral communication and reading. He has also taught oral communication in a PSA program that sent students to study in America. <farpoint@gol.com>

Dirk Yuricich was the designer and director of a PSA program for eight years in Tokyo. He taught university study skills, cross-cultural relations, English conversation and listening comprehension for twelve years in Japan and Austria. Presently, he works as a freelance photographer-writer in the United States. <dirklisa@earthlink.net>

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PAC3 at JALT2001

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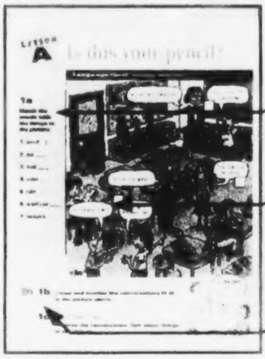

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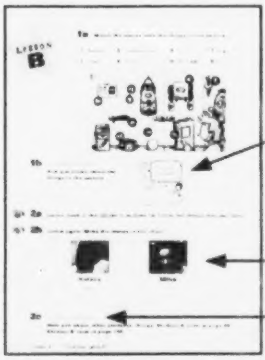

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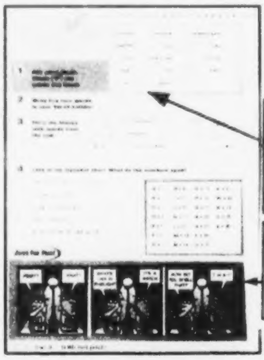

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Special Report on Korea TESOL2000

Korea TESOL2000 was held this year from September 30 to October 1st at Kyoungbuk National University in Taegu City, located approximately half way between Seoul and Pusan in South Korea. The conference theme was *Casting the Net: Diversity in Language and Learning*.

It was a friendly, exciting conference with about 750 teachers in attendance. It was presided over by Korea's Outgoing President Han SangHo, Conference Chair and Incoming President Andrew Finch and Programme Chair Kirsten Reitan. Our very own Jane Hoelker, Korea TESOL International Liaison Chair, was present, and another very pleasant surprise was seeing Jill Robbins, JALT99 Conference Programme Chair, who wishes you all well and looks forward to seeing you at JALT2000. Internationally renowned plenary speakers included Dr. Richard Allwright (of the University of Lancaster, who spoke at JALT98), Dr. Leo Van Lier (of Monterey Institute of International Studies in California) and a special workshop was lead by Dr. Andy Curtis (who spoke at JALT99 and is now studying and writing in Ontario, Canada). Other dignitaries included Utebayeva Zaira from the Kazakhstan Institute of Management and her colleague Larissa Akihanova, an expert in Business English from Soros Language School in Kazakhstan. Galina Nickolaevna Lovtsevitch, the President of East Russian TESOL was there as well, and we hope that this will be the beginning of a deepening relationship between our three countries (as you may know, a group of *JALTers*, including Bill Balsamo and others, attended the East Russian conference last June).

The KoreaTESOL president referred to PAC3 and JALT and gave a glowing report before a packed plenary. During the conference, David McMurray, JALT National Treasurer and JALT2001 Conference Programme Chair, and I (as JALT representative) were hard at work contacting all our PAC (Pan Asian Consortium) supporters to invite them to the PAC3 and JALT2001 planning meetings in Shizuoka, as well as updating them about our conferences and encouraging them to attend the next combined event in Kitakyushu. PAC includes such national organizations as ThaiTESOL, ETA ROC (Taiwan), KoreaTESOL, and JALT, and receives support from TESOL International, IATEFL and TESL Canada. Outgoing KoreaTESOL President Han SangHo and KoreaTESOL Publications Chair Robert Dickey are giving a joint presentation at JALT2001, and we worked with them on such programming details as brainstorming an appropriate title for their presentation. David McMurray and I did lots of networking: making contacts, and discussing issues with professionals from around the world (some of whom are mentioned above), and JALT was on the lips of the main speakers and was referred to at the opening ceremony and other meetings. At least 20 JALT members were present and highly visible at KoreaTESOL, for many were presenting. I took over JALT material, (thanks Junko Fujio, JALT Central Office Supervisor for preparing this) and there was a JALT table, along with a CUE SIG and an AYF table to represent JALT well.

The PAC3/JALT2001 meeting got positive reactions from attendees: David announced that Chris Candlin and Anne Burns are doing a joint plenary. He pointed out that 25-minute slots are being planned for JALT2001 in the hope that more presenters will be able to give a paper (and thus, more paying attendees). It was also appreciated when it was pointed out that JALT2001 Programming is busy searching for low cost accommodation for our attendees outside of Japan. Kip Cates, with his talent for reaching out to people and getting them enthusiastic about his ideas on globalization, was there to chair the Asian Youth Forum meeting.

David and I were invited to several receptions and lunches, and each was a great opportunity to do a lot of building bridges between countries, and boost the image of JALT. The Call for Papers for JALT2001 was included in the conference handbag and the handbook contained a one-page announcement on PAC3 in Kitakyushu with encouragement to apply to present before January 15, 2001, plus another full page in the *PAC Journal* and encouragement to submit academic papers before November 30, 2000.

Social activities at the conference included a cocktail party on the first night for international guests and the conference organizing committees hosted by Hakmun Publishing and their President Kim Young-Chul greeted visitors with Banner Japan and their Director, Trevor Reynolds and Manager Chris Lovering. On the second night of the conference, there were Korean traditional music concerts organized by the Kyungpook University Department of Music and tasty Korean food to enjoy around town.

Both David and I wish to congratulate KoreaTESOL for a job well done. We especially want to thank our partner organization for the unfailing courtesy and kindness they extended to us during the conference. We hope that you will consider attending the next KoreaTESOL conference (to be held the first weekend in October in Seoul next year) to discover for yourselves Korean conference hospitality, good academic presentations, and interesting travel in another land.

This report has been about KoreaTESOL, but it is also about PAC3 at JALT2001, now being prepared for you. We encourage you to mark the dates November 22-25, 2001 in Kitakyushu on your calendar right now. Please join us there.

Reported by Joyce Cunningham
JALT National Programme Chair

A Chapter in Your Life

edited by joyce cunningham & miyao mariko

*In this month's issue, a very special, useful service *The Writer's Peer Support Group* is described, and a warm invitation to all is extended to take advantage of this service. As always, the coeditors encourage Chapters and SIGs to submit 800-word reports to this column in English, Japanese, or a combination of both.*

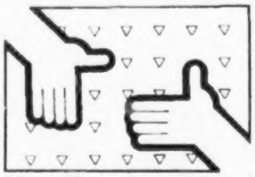
Celebrating Collaboration: The Writer's Peer Support Group

Wilma Luth & Andrew Obermeier*

**Authors' note: This text is the collaborative reading and writing of Andy Barfield, Wayne Johnson, Wilma Luth, Andrew Obermeier, Jill Robbins, and Craig Sower.*

Now nearing its first birthday, The Writers' Peer Support Group (PSG) has become a vibrant dimension of *The Language Teacher* (*TLT*)'s editorial process. Whereas *TLT*'s Column Editors and Editorial Advisory Board are charged with deciding what articles will be included in each issue, the PSG serves only to help writers revise and improve their drafts prior to submission. We are a pre-publication writers' workshop and can be contacted directly by email at <tlt_psg@jalt.org>.

Inquiries are welcome at any stage of the writing process. The PSG has been contacted by some writers with just a germ of an idea. Knowing how the PSG could assist them gave them the impetus to start writing. First contact with other writers has included receiving their complete drafts with the request for help in improving them.



Working Together!

Some Frequently Asked Questions

Question: What kind of support can I expect from the PSG?

Answer: We aim to help writers further their drafts by providing each writer with two empathetic reading responders who are committed to working through several drafts if the writer feels it necessary.

Question: How do I contact the PSG?

Answer: Email us at <tlt_psg@jalt.org>.

Question: How should I send attachments to the PSG?

Answer: Send your paper as an attachment in "rtf" format.

Question: My paper is on a topic that is relatively obscure. Will the PSG be able to help me?

Answer: The research interests of PSG members cover a wide range, and we try as much as possible to match writers with readers familiar with their topic.

The Practice of Peer Support

When Andy Barfield, the PSG coordinator, receives a paper, he sends a query to the group list to see which two readers will volunteer to work with the author. The prime goal is for each author-reader-reader triad to create a dynamic discussion around the draft in progress. The readers read the draft separately, exchange comments on the content, and then prepare and send a response to the writer. The writer revises and sends the draft back to the readers. The process continues until the writer is satisfied and ready to submit the article for publication.

To a writer contributing to PSG, we act not as editors or teachers, but as peers. We do our best to develop a sense of trust between the writer and reader. Our aim is to help writers improve their drafts through a careful process of reading, responding, and revising. The following are key questions on our side: How could this be clearer? Has the writer remembered to address the intended audience? Do we need more background information?

In practice, a reader's response might look like this:

> [Reader's name: I can see how this drama activity fosters risk-taking in the moment. How does it encourage taking risks at other times in class? In what way do you notice that students' pronunciation improves because of it? How often would you suggest using this activity in class? How does it help *katakana* pronunciation? I think that, by including answers to some of these questions in your description, you could broaden the appeal of the activity. Good luck and please let us know if you have any questions or comments!]

We believe that this kind of comment demonstrates great respect for the voice of the author. The author has been asked questions around his/her text and revisions are entirely up to the writer.

There is a fine line between being supportive and being critical. If we are too supportive, we can offer the writer very little input for a revision. If we are too critical, we will discourage. The members of the PSG are all familiar with the joys and frustrations of attempting to express ourselves clearly and succinctly in writing. We also know firsthand the benefits of having our writing responded to by a thoughtful and sensitive reader. It is these dual experiences that we will keep foremost in our minds when we respond to your draft. So, when can we expect your paper?

My Share

edited by scott gardner and oishi harumi

Building Schema in a Reading Class

Yuka Homan, *Musashi Institute of Technology*

Schema theory asserts that background knowledge facilitates reading comprehension for language learners. This article introduces an activity in a reading course which is designed to take advantage of students' background knowledge, and eventually lead to reading fluency.

In a Current Affairs English reading course that I teach at a university, one of the major purposes is to draw the students' attention to domestic and international affairs by reading English newspapers. Unfortunately, after experiencing less than satisfying results in past courses, I realized that it was not easy to use the students' schema in reading comprehension because most students did not have a solid background about current issues in the first place. In fact, in questionnaires about their reading habits, more than 90% of my students answered that they never read Japanese newspapers on a daily basis, let alone English newspapers. Nation (1990) indicates that if learners read about familiar topics, they will cope with unknown words in context easily. However, when they encounter unknown low frequency vocabulary in a newspaper article, lack of schema prevents them from skipping over these unknown words to grasp the meaning of the text. This article introduces a schema-building exercise in which the students acquire the background knowledge deliberately, both inside and outside the classroom.

Reading Material

Newspapers are the major material source in this activity. The most significant requirements of reading material are timeliness and authenticity. If the material is up-to-date, the students are likely to be interested, because the topic is authentic both in and out of the classroom. When the students happen to watch a Japanese TV program related to a topic that they are learning in class, they will pay more attention to it. Then, once they understand the general issues of the topic, they may become stimulated by their curiosity to learn more in English about more profound aspects such as culture, religion, and history. Thus, this development of the students' interests and motivation to learn about current topics is important in the process of overcoming their lack of background knowledge.

The English written texts I use are extracted from the *Daily Yomiuri* and the *Asahi Evening News*, which are issued from major Japanese newspaper companies, the *Asahi Shimbun* and the *Yomiuri Shimbun*. Since many of the articles in these English language papers are basically identical to the Japanese originals, they are easier to read when the students use their background knowledge than other international newspapers issued abroad. Editorials, especially, can become useful materials for this particular activity because the English version of an editorial is often directly translated from the original Japanese version.

Procedure

Step 1: Teacher's explanation of the exercise (15-20 min)

The teacher should make sure the students understand that the aim is to build new schemata about current topics both in Japanese and English. Thus, the students are expected to read and watch the news in Japanese outside the classroom before they come to class in order to perform the activity well in the classroom. It is very important for the students to understand the procedure clearly at this stage.

Step 2: Pre-reading—guessing words from context in Japanese text (15 min)

The entire class receives a written Japanese text from a Japanese newspaper. The text includes about ten cloze blanks. The students individually fill in the Japanese meanings they think appropriate. After 15 minutes, the class forms pairs to compare their answers. Then, the teacher randomly calls upon some students to give the results of their guesses.

Step 3: Reading 1—guessing words from context in Japanese/English text (15 min)

After they have a solid basis of knowledge in the particular topic, the students receive a Japanese text, this time with English key words in terms of context and vocabulary frequency. The article is different from the previous reading but shares the same topic. The students individually guess these English words in context, and compare answers in pairs. Then, the teacher calls upon some students to give their answers.

Step 4: Reading 2—guessing words from context in English text (15-20 min)

The students receive an English text similar to the Japanese one that they used in the previous reading. The students individually fill in the missing target words. The first letter of the target word may be indicated for the students to guess more easily. After ten minutes, the students compare with their partners, then the teacher checks their guesses by calling upon some students to give their answers.

Benefits of the Activity

This activity is characterized as providing students with background knowledge in Japanese before studying a topic in English. Furthermore, different texts with the same topic enable the students to have opportunities not only to understand the context but also to experience repetitions of the same vocabulary. As Nation (1990) emphasizes "repetition and attention" of words for vocabulary learning, this schema-building activity helps to encourage vocabulary development.

Other effects of this activity are a sense of achievement and confidence that most students will have by the end of the course. The students' accomplishments will encourage them to learn about other world issues, which will inspire the learners' motivation to learn English. It is undeniable that this activity definitely requires time and effort for both students and teacher. However, the gains in students' knowledge of current affairs and of reading skills make it worthwhile.

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Quick Guide
Key Words: Schema, Motivation, Vocabulary
Learner English Level: Intermediate
Learner Maturity Level: Adult
Preparation Time: Approximately 60-90 minutes
Activity Time: Two class meetings

Intercultural Communication Aspect into Reading Materials for Japanese students of English

Mayumi Okada

It seems that for Japanese learners an "international orientation" influences their success in learning English. Therefore I picked up the essays having the aspect of intercultural communication as the reading material in the class. The reading material I picked up is "on the key board" in *Asahi Weekly*. The unique point of it is that all the writers of the essays live in Japan, but they have had the experiences of living in many other countries, and all of them seem like "multicultural men" (Adler, 1994) to me. I usually ask the students to read the materiel before the lessons and write their answers to the questions, which I gave them beforehand. I usually give three questions. Two of them are concerning the content of the essays, and the other is the question, which will make the students think about the differences between Japanese and foreign cultures and the reasons why there occurred differences between them. In the class they will have discussions based on the answers they had written down. Discussion is the good way to improve their speaking and listening ability, and also because of the contents of the reading material it will enhance their motivation as well. This lesson plan will not only give Japanese students the chance to practice speaking in English but also widen their view to become international citizens and enhance their motivation of learning English.

日本人の英語学習者には、"International Orientation"が、英語学習の動機として大きな影響を与えると考えられる。それゆえ、学校の通常のReadingの授業にIntercultural Communication（異文化間コミュニケーション）についての内容を折り込んではどうだろうか。私が、今回とりあげる方法は、異文化間コミュニケーションに最も重点をおいている。生徒が異文化に対する柔軟性を高め多様な視点を持てるよう、異文化についての知識を得たり、自国の文化と比較したり分析する事を重視している。

使用する教材は、Asahi Weeklyの "on the keyboard" である。なぜこの教材が望ましいのかというと、書いている人の国籍が多様であり（オーストラリア、イギリス、インド、アメリカ、ニュージーランド等）、日本人とは違った視点を持ってはいるが、自民族中心主義的な考えをもっている人がいない事が挙げられる。また、全員日本にその時点で住んでいる人であるが、それまでに多くの国で生活しいろいろな経験をした人が多く、日本を見る見方もユニークで、彼等の意見を聞いて日本という国についても、より深く考える機会を与えてくれる。Reading教材としての難易度は、高校生以上の中級者以上にはちょうどよく、難解な単語も少ない。また、日本のお花見や、ロンドンの地下鉄といった身近な内容が多く分かりやすい。注に、日本語の意味も添えてくれているので、英語が得意でない人にも、とりかかりやすいのではないだろうか。長さも、約250wordsで、読みやすい。

それでは、実際にどのようにして、授業を行っているか次に説明しよう。私は、毎週readingの宿題として、この"on the keyboard"を授業の前に生徒に読ませ、その内容の理解をはかる質問を２つと、もう一つ自分の意見を考えたり述べたりする質問に対する答えをノートに書いてくるように指示している。　例えば、1999年５月10日号の"on the Keyboard"では、インド人*Smitha Mallya*さんのエッセイをよんだ後、次のような質問に答える事を、宿題として与えた。（意見を述べさせる質問だけ抜粋）

What do you think makes a difference between the career opportunities of Japanese women and those of Indian women?

この質問を出したのは、エッセイの中で、以下のような文があったからである。

......Coming from such a background, it is very disappointing to see that women in Japan have hardly any opportunities to rise to the top in most areas. Even graduates of top universities often end up serving tea and making photo copies while their

male counterparts chalk out challenging careers for themselves.
Although many companies offer the so-called "career-track" for women, the fact remains that these women rarely quite make it to positions of real power in the company. While it is extremely unfair to women, it is also a serious loss for society at large if the true potential of these women is not utilized to its fullest capacity.

このようなエッセイを読んだ後、質問に対する答えを生徒はノートに書いてくることになっている。このとき、生徒が書いてきた答えは、次のようなものであった。

Really I don't know. Maybe the top of the most companies in Japan are men. They don't like the women become the top of the men. Now the situation is changing, because many people know that all men on the top in Japan are not able.

また、次のように分析する生徒もいた。

In India the number of the students with high academic background may not be so many. In such a situation society needs women's ability, I think.

この授業の後、日本の男尊女卑の体質についての意見や、日本がどう変わっていけばいいかという考え方、インド社会のどんな点が良いかなどについていろいろな話し合い（discussion）を行った。私の行っている授業は、少人数の授業であるが、discussionの時大切にしている事は、正しい答えは何かということを探したり、自分が正しいのだと相手を説得することを目的としないことである。一つの出来事に対して、いろいろな見方があるという事を知り、自由に意見を出し合い、相手の言おうとしている事を理解できるまで話し合うということを一番の目標に置いている。初級者、中級者にとっては、自分の意見が攻撃されるというような不安感をいだくことが少なく、その方が話しやすいのではないだろうか。また、指導上気をつけていることは、このエッセイストが、この国の代表者ではなく、あくまで、ある外国出身のひとりの人という扱いをする事である。ある国の人に対するステレオタイプを生徒に与えてはいけないと考えているからである。この時の授業で、生徒からは、「記事を読んで、初めてインドの女性の社会進出についてよくわかった。インドに対するイメージが変わった」という意見が聞かれた。

さて、もし、この方法を20～30人のクラスで行うのであれば、クラスを4人から5人のグループに分け、質問に対する答えをグループ内で話し合うという方法がよい。そして、授業の最後10分くらいを使って、グループでどのような答えが出たか、グループのひとりの人にまとめて発表してもらう。その発表者は未然に決めておくのではなく、その場で決定した方が、discussionで、みんなが真剣に取り組むであろう。最後に発表するために、他の生徒の話もよく聞かなくてはならないので、このdiscussionは、listeningの力を向上させるのにも、コミュニケーションスキルを身につけるためにも、役立つ。また、もし、時間があまれば、そのグループごとの発表を聞いて感じたことなどを、クラス全員で話し合うのもよい。

私は、何人かの生徒に対してこの授業をもう4年位続けている。担当した生徒は、このエッセイの内容が非常におもしろいので、readingは得意ではないが、毎週どんな事が書いてあるのか楽しみで止められないと言っている。また、柔軟性のある考え方を知ることが出来た事や、日本に暮らす外国の人々のいきいきとした生き方が自分の人生観を変えたかもしれないという生徒もいる。彼女は、始めたころは、中学校3年生位の語彙レベルであったが、今では、このエッセイを一度読むぐらいで、大体理解できる程の力がついた。そのうえ、いろいろな国の人が書いているので、出身国ごとに文体が多少違うということにも気付いたと述べている。また、討論の際にも、いろいろなスキルを使って参加できるようになった。

英語はコミュニケーションの道具であると言われている。英文で書かれた内容を読み取るために英語を勉強し、また、それについて自分の意見を述べるために勉強するというのは、まさしく英語をコミュニケーションの道具だと考えた授業である。また、異文化コミュニケーションというと、つい各国の服そうや食事、時間や空間についての感覚の違いなどを想像しがちであるが、この教材には、それだけではカバーできないような、intercultural communication（異文化間コミュニケーション）について考える内容がふんだんに折り込まれている。このような教材をただ読むだけではなく、それを自分たちの生活と比較したり分析したりする事で、異文化に対する多様な視点を持つ事ができるようになる。今後の英語教育には、そのような事を目標に置くことも必要ではないだろうか。

参考文献

Asahi Weeky (May 10th, 1999 edition).

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Key Words: Reading material, intercultural communication, discussion
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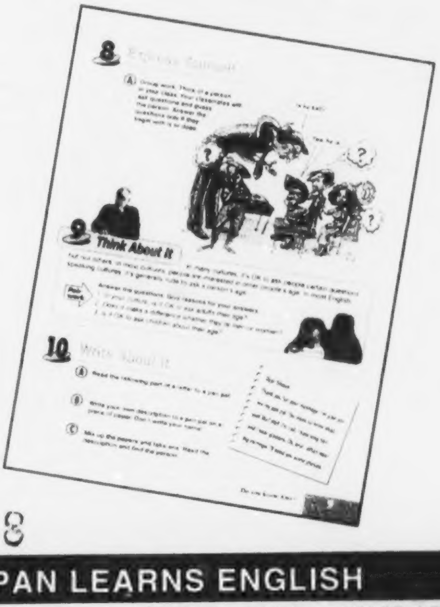

CHANGING THE WAY JAPAN LEARNS ENGLISH

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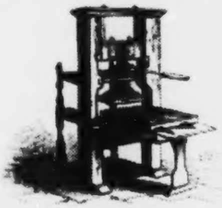
Off the Presses

edited by malcolm swanson

Thomson Learning



Off the Presses offers readers a glimpse into what is happening in the world of our publishing colleagues. This month we feature an article by John Lowe of Thomson Learning. For further inquiries about this column, please contact <tlt_op@jalt.org>.

I am delighted that **Thomson Learning** is the featured publisher in this month's *Off the Presses* column, and would like to thank *The Language Teacher* for providing us with this opportunity to tell you something about our company. In this short feature I would also like to mention some of our new materials, their underpinning pedagogy, and explain how we hope to build partnerships with educators across Japan.

Thomson Learning, part of the Thomson Corporation, is one of the world's leading providers of lifelong learning information, with educational content delivered both through published texts and also online through the Internet. Boston-based Heinle & Heinle (which incorporates Newbury House) serves as our principal ELT materials development center, and maintains a strong editorial presence in Asia.

Thomson Learning is currently the second biggest educational college publisher in the United States, and has considerable authorial and editorial expertise. In the last year Thomson Learning has decided to focus this expertise more on ELT publishing and launched a major initiative, which will provide teachers and learners with exciting new materials, and will lead to new developments in our field.

The first of these new materials is the three level series ***Expressions*** written by David Nunan, the world-renowned theorist and course book writer, and one of Thomson's outstanding lineup of eminent figures in the language teaching field. The central unifying concept behind the series is that of meaningful English communication and the series itself is built around meaningful communication tasks. ***Expressions*** is specifically designed to provide learners with Professor Nunan's vision of the three essential elements to success in learning a foreign language. The first of these is access to language data, that is samples of spoken and written language. The second is information about the language and the culture, as well as information about learning processes. The third is providing opportunities for learners to practice the target language.

Other new titles include the ***Tapestry*** series (Rebecca Oxford), a 12-book integrated curriculum, ranging from low intermediate to advanced and covering all four skills. An exciting feature of this series is the accompanying CNN videos, which contain authentic broadcast extracts related to topics in the units. Diane Larsen-Freeman is the series editor for the new platinum edition of the best selling four-level grammar series, ***Grammar Dimensions***, which takes a more communicative approach to grammar than usually found in "traditional" grammar texts. Bruce Rogers has written a new ***Complete Guide to the TOEFL*** CBT edition with CD-ROM, which provides electronic practice through tutorials, TOEFL exercise types and a test bank of TOEFL questions. These are just a few of the titles we are able to offer in a range of skills across the ELT spectrum.

In Japan we now have six ELT staff, with more than 30 years of Japan teaching experience, and we are always delighted to arrange visits, workshops, or book displays at your institutions. We also invite and sponsor key authors to give presentations in Japan, and are sometimes able to arrange special visits for such authors to give workshops at your school or college.

Publishing quality ELT materials such as the titles above involves a continual dialogue between educators and publishers, and your comments and ideas help us prepare materials that are suitable for your classrooms. For this reason, and because of the many publishing projects we are working on, we are setting up reviewer groups and are currently seeking members. Again, please contact us for more details.

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Book Reviews

edited by katharine isbell and oda masaki

Words and Rules. Steven Pinker. New York: Basic Books, 1999. pp. xi + 348. ¥4446. ISBN: 0-465-07269-0.

Following up on the success of *The Language Instinct* (1994), Steven Pinker narrows his focus in *Words and Rules* to dwell upon the seemingly dull inventory of English irregular verbs. The focus on irregular verbs is an intriguing choice, and Pinker deftly illustrates how this narrow focus reveals insights into the formal properties of the mind.

There is clearly no TESOL influence in this work, but this is precisely why it is of interest to EFL teachers. We are likely to find a new appreciation of the role that irregularity has in language learning. Examine any short sample of spoken or written English and count how frequently irregular verb forms appear. It becomes apparent that if a learner does not have these forms readily available, basic comprehension and production will be seriously handicapped. Prevailing wisdom tells us that these can be acquired through communicative tasks, but Pinker suggests that something more is needed.

He argues that desire to communicate is not the driving force of language acquisition. Communication is certainly a motivating factor in language learning, but the act of communicating does not in itself drive acquisition. Pinker cites children's errors such as *cutted* and *setted* (p. 194) that are less ambiguous, and thus more communicative, than the correct forms.

Pinker proposes an innate mechanism that allows memorized irregularities to block the application of previously acquired rules. Children stop saying *putted* because they rapidly notice the use of *put* in past tense contexts. Pinker would not likely agree that this is unconscious learning since it is impossible to qualify such mental processes. He would say that this learning is an effect of the rapid neural development that occurs before puberty, and teachers should be wary not to hinder it in children or expect to find as much of it in adults. The implication is that for adult learners drill and memorization tricks play a significant role in the path toward communicative competence.

Pinker explains that it is precisely because the irregular forms are the most frequent that they are irregular. Witness the many irregular forms, fading in frequency, that give pause to native speakers. Should it be *strived* or *strove*? Again, there are implications here for teaching: the exceptions to rules, because of their high frequency, are perhaps more important than the rules, which are actually just default systems for unfamiliar entities.

The irregular/regular dichotomy becomes a powerful tool for understanding how the mind works. The focus on irregular verbs and the English past tense rule turns out to be the perfect case study to test the debate between rationalism and empiricism. Is the mind a blank slate, or is it packed with innate structure? Irregular forms held in memory are family resemblance categories, learned by experience and association (support for rationalism), and they can block the application of a rule so that we don't say *goed*. Grammatical rules, such as adding *-ed* to regular verbs, are classical categories (support for empiricism).

Pinker's early work in L1 acquisition earned him a top spot in the field at MIT, but he has shined (shone?) brightest in his books written for wider audiences. He is a Renaissance man of pop culture, psychology, linguistics, and philosophy who excels in illustrating the polarized debates that rage in academia with real-world examples. The present work will appeal to anyone with an interest in language.

Reviewed by Dennis Riches
Tokyo University of Technology, Hachioji

East Meets West: Problems and Solutions: Understanding Misunderstandings between JTEs and ALTs. Todd Jay Leonard and Sutoh Utako. Tokyo: Taishukan, 1999. pp. 235. ¥2000. ISBN: 4-469-24446-5.

With *East Meets West: Problems and Solutions*, Todd Jay Leonard offers another contribution to English-Japanese bilingual discourse. This new tome, an extension and a continuation of his previous *Team-Teaching Together*, provides an amusing and entertaining look at the cultural and interpersonal fender-benders and even heavier collisions that occur with regularity between native English-speaking Assistant Language Teachers (ALTs) and their Japanese counterparts. Like its predecessor, *East Meets West* is presented bilingually with Leonard's English on the left-hand pages and an annotated translation by Sutoh Utako on the right, making the material highly accessible.

The value of this book lies not so much in its insights relative to language instruction, but in its attempt to broaden and deepen communication between Japanese English teachers and ALTs. The intense level of activity and fast pace of life in secondary schools can prohibit substantive dialog between Japanese staff and the native English speakers employed as ALTs. Discomfort with communication in a foreign language among Japanese and the respect for privacy can also limit the range and depth of discourse between ALTs and their hosts in the schools. *East Meets West* can possibly fill this gap. One of its short, Q&A-styled chapters can easily be perused and discussed during the morning tea break, post-lunch recess, or perhaps in the often-frenzied moments between lessons. Leonard's book may help give people more to say than *hello* and *goodbye*. The topical areas broached in the book are indeed ones that likely would not come up otherwise—privacy, gossip, homosexuality, noisy foreigners, pervert supervisors, and others. Manga-like illustrations serve to support a generally comic, light-handed treatment of some delicate issues.

A more obvious use for the book is as a supplementary orientation manual for recently arrived JET Program participants and the school personnel who will work with them. Problems encountered on a daily basis both in and outside schools receive authoritative answers from former JET and longtime Japan resident Leonard. Newly arrived JET participants and others new to Japan might avoid a number of almost predictable *faux pas* through a quick read of the short chapters.

For the curious JTE and other Japanese readers, the book contains glosses of idioms and not-so-common lexis used by Leonard—for example, *razzle-dazzle* or an ALT who is *full of himself*—which in effect make the book a language learning resource for students of English as well as a cross-cultural guide. What this book doesn't offer, however, is a consideration of the subtleties and complexities of team-teaching by Japanese English teachers and ALTs. Only a fourth or so of the chapters treat classroom phenomena or nuts and bolts issues related to language instruction. That, however, is clearly beyond the scope of the book and, one suspects, is of less interest to a commercial publisher like Taishukan. For those who doubt the efficacy of JTE-ALT team-teaching, the author offers a strong testimonial about the impact of native English-speakers on secondary students in an epilogue. Without doubt, Leonard's new book sheds light on numerous mysteries for Japanese and English speaking co-workers and is a valuable primer for those seeking to avoid cultural and interpersonal fender-benders.

Reviewed by William Matheny
Tokai City ALT

Oxford Picture Dictionary Japanese-English version. Norma Shapiro & Jayme Adelson-Goldstein. Oxford: Oxford University Press, 1998. pp. 227. ¥2290. ISBN: 0-19-435190-4.

Finally, after 20 years of teaching English in Japan, I have found a useful topic- and vocabulary-based dictionary that should be mandatory material for all Japanese students studying the English language. The bilingual *English-Japanese Oxford Picture Dictionary* is organized in an easy-to-understand format designed to facilitate learning English vocabulary at a rapid, yet interesting and structured pace. The words and corresponding pictures are useful, direct, and right on target.

The *Oxford Picture Dictionary* illustrates and defines over 3700 words—not just nouns, but also verbs, adjectives, and prepositions—with extremely well drawn, high-quality, color illustrations designed to engage students in a fun and challenging way. The A-4 sized dictionary is approximately 1/2 inch (1 cm) thick, so carrying it around presents no problem.

The age level of students using this dictionary can range anywhere from 15-years-old on up. I use this dictionary in my university classes and continuing education classes with equal amounts of success. Not only is the format very clear and easy to understand, but also the vocabulary is topically organized into 140 key topics, which are in turn grouped by 12 themes. For example, under the theme *food*, the dictionary lists such topics as *fruit, vegetables, meat and poultry, deli and seafood, the market, containers and packaged foods, weights and measures, food preparation, kitchen utensils, fast food, a coffee shop menu,* and *a restaurant*.

The dictionary comes with two sets of audiocassettes. One set, the dictionary cassette (3 cassettes), is a recording of the over 3700 words in clear, easy-to-repeat American English. Female and male voices alternate reading of the words by topic. This set is perfect for the language lab, enhancing both listening and pronunciation practice, and thus enabling the learner to study at his or her own pace. The other audiocassette focuses on aural discrimination.

In addition to all this, there are also two workbooks: Beginner and Intermediate. Each page is in high quality color, which helps to develop student interest, and corresponds directly to the 140 topics presented in the student version of the *Oxford Picture Dictionary*. The beginning workbook is at the word level while the intermediate is aimed more toward sentence building. The workbooks lend themselves to individual, pair, or group work and both can be used for speaking practice in class as well.

A teacher's book includes the complete *Oxford Picture Dictionary* with wraparound notes, added teaching strategies that actually work, and step-by-step lesson plans that the teacher can implement into the classroom in a solid, professional manner.

The *Oxford Picture Dictionary* gives new meaning to the old adage, "If you don't know the words, you can't speak the language." I highly recommend the dictionary with its accompanying audiocassettes and workbooks as a supplementary textbook to help students learn English vocabulary in a systematic, goal-oriented fashion. Another added advantage is

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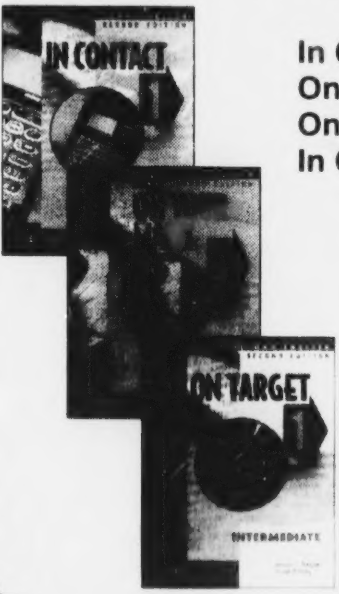

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that the dictionary can be taught by a teacher, used as a complete self-study program, or a combination of the two.

Reviewed by Lawrence Klepinger
Nagoya, Japan

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of December. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

What's It Like? Life and Culture in Britain Today (student's, teacher's, cassette). Collie, J., & Martin, A. Cambridge: Cambridge University Press, 2000.

Japanese

Japanese Beyond Words: How to Walk and Talk Like a Native Speaker. Horvat, A. Berkeley: Stone Bridge Press, 2000.

Supplementary Materials

Classroom Games and Activities. Kailani, T., & Al-Ansari, H. Reading: Garnet Publishing Ltd., 2000.

Reading & Writing Skills

Better Writing. Harrison, R. Reading: Garnet Publishing Ltd., 2000.

***Focusing on IELTS Reading and Writing Skills.** O'Sullivan, K., & Lindeck, J. Sydney: NCELTR, 2000.

For Teachers

Grammar for English Language Teachers: With exercises and a key. Parrott, M. Cambridge: Cambridge University Press, 2000.

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JALT News

edited by amy e. hawley

This month, this column appears to be short, but do not let the length deceive you. It is jam-packed full of important news. First, we have an announcement from Gene van Troyer regarding the March 2001 issue of *The Language Teacher. TLT* is becoming more and more user friendly and I think that everyone will like what Mr. van Troyer has to report. Second, Peter Gray has the results of the JALT National election. A special thanks to Mr. Gray for all of his hard work on this past election. Also, a big congratulations to all of the newly elected and re-elected JALT National Directors.

Next month, I plan to feature some reports from the JALT 2000 Conference at Granship in Shizuoka which took place last month. Be sure to check it out. Also, throughout 2001, feel free to send me any short articles, announcements, stories, etc. that you may feel the rest of the JALT world could benefit from knowing. Thank you all for a great first year as the JALT News column editor and I look forward to a wonderful 2001.

Happy Holidays!

今月号のこのコラムは短そうに見えますが、そんなことはありません。重要なニュースが凝縮されています。まず、Gene van Troyerから2001年3月号TLTに関わる発表があります。TLTはよりユーザフレンドリーになっていきます。皆さんはGene van Troyer氏からの報告を喜んでいただけることでしょう。第二に、Peter GrayがJALT全国選出役員選挙の結果を報告しています。Gray氏の今選挙に関わる多大な貢献に深く感謝を捧げます。そして、新しくJALT全国選出委員に選ばれた方々におめでとうを述べたいと思います。

来月は、静岡で先月行われたJALT 2000の報告を行う予定です。ご期待ください。また、2001年も、短い記事、お知らせ、ストーリなどをお気軽に私のところまでお送りください。JALT NEWSコラム・エディターとしての最初の年を無事終え、来年2001年が素晴らしい年でありますことを期待して。よいお年を。

Amy E. Hawley

March *TLT* To Appear As CD-ROM

Always a useful addition to the working language teacher's resources, *The Language Teacher* is about to become even more useful! The JALT Publications Board has a special treat for JALT members and subscribers to its publications: the March 2001 issue starts the new year and the new millennium off by giving them not just the news they're used to getting in *TLT*, but also a CD-ROM of the whole of years 1999-2000. That's 24 issues, 1600 pages, close to 350 articles, in interlinked and indexed files, compatible with both Macintosh and Windows operating systems—all of this at no additional cost to JALT members and subscribers. Just one more teacher-minded gift from the friendly folks at *TLT*.

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But that's not all! Also included will be the 1999-2000 *JALT Journals*, a first for *JJ* that we hope represents the springboard for future *JJ* archival CDs.

The happy spin-off is that extra CD's will also serve as new membership and subscriber incentives, and be offered for sale to non-members for a modest 1500 yen. If last year's enthusiastic reception of the *TLT Episode One: Volumes 1-10 CD* is any indication, the JALT Publications Board is confident that this special March offering will be equally well received.

常に語学教師のリソースとして有益な役割を果たしていたThe Language Teacherがより役に立つ物となります。

JALT出版委員会はJALT会員と購読者に対して特別の出版物を企画しています。2001年3月号は、新しい年、そして新しい千年紀をこれまでのTLTではなく、2000年から2001年の全てを含んだCD-ROMとして出版いたします。24号、350の記事がインデックスファイルと相互にリンクが張られ、マッキントッシュでもウィンドウスでも操作可能な方式で提供されます。そして、これに対して、追加の費用も必要有りません。それだけではありません。さらに、1999から2000年のJALT Journalもそれに含まれる予定です。このようなサービスは、新しい会員や購読者を呼ぶ結果を生むでしょう。そして、これらのCDは非会員には、1500円で提供される予定です。JALT出版委員会はこの号が皆さんのお手元に確実に届くことを確信しております。

Gene van Troyer

JALT 2000 National Officers Election Final Results

Position	Name	Votes Received
Auditor:	Daniel Gossman	154
	Abstain	10
	Write-in	1
Director of Public Relations:	Gene van Troyer	150
	Abstain	10
	Write-in	5
Director of Program:	Keith Lane	105
	David Neill	59
	Abstain	1
	Write-in	0

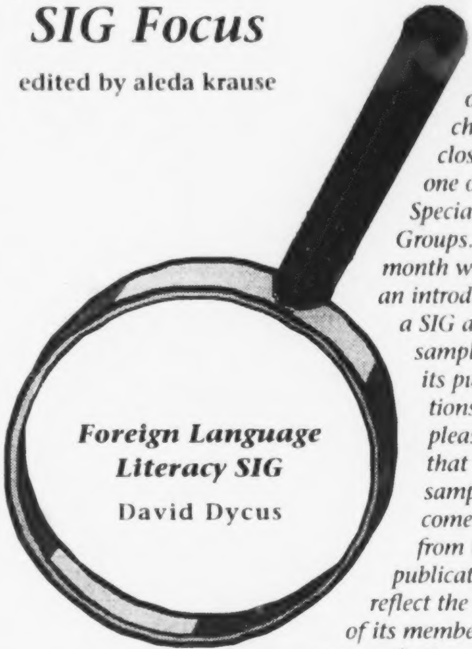
JALT2000年全国選出委員選挙結果

職名	氏名	投票数
会計監査	Daniel Gossman	154
	棄権	10
	書込み投票	1
広報担当理事	Gene van Troyer	150
	棄権	10
	書込み投票	5
企画担当理事	Keith Lane	105
	David Neill	59
	棄権	1
	書込み投票	0

Peter Gray

SIG Focus

edited by aleda krause



Foreign Language Literacy SIG

David Dycus

The SIG Focus column offers a chance for a closer look at one of JALT's Special Interest Groups. Each month we publish an introduction to a SIG and some samples from its publications. Readers please note that the sample articles come directly from the SIG's publications and reflect the concerns of its members, not necessarily those of The Language Teacher.

Foreign Language Literacy SIG

"I never know what I think about something until I read what I've written on it."

William Faulkner

Reading and writing. These essential, if complex, skills in many first languages are of growing importance and even greater complexity in the learning of a foreign language. The Foreign Language Literacy SIG is a group of language educators in JALT interested in the learning and teaching of reading and writing in a foreign or second language and the social product that is literacy.

As of 2000, members receive our newsletter, the *FL Literacy SIG Bulletin*, three times a year. In addition, the FLL SIG supports the publication of the biannual international journal *Literacy Across Cultures* (*LAC*), which members receive for free. To date, *LAC* has carried articles from educators worldwide, including Finland, Malaysia, Argentina, the United States, and of course, Japan. Its articles are abstracted and archived by ERIC/CALT/NCLE in the United States and by CILT in the United Kingdom. One major goal of the FLL SIG is to connect language teachers, especially nonnative English instructors, inside and outside of Japan, regardless of economic/technological disparities. To this end, *LAC* is offered in both print and various electronic formats. For non-FLL SIG members, an annual subscription (two issues) to the print version is available in Japan and internationally for the same low fee in yen or the equivalent in international postage coupons. In addition to the print version, LAC is made available to subscribers in an email version. Contact Charles Jannuzi <jannuzi@edu00.f-edu.fukui-u.ac.jp> for information on both how to subscribe to the print version and/or email version. Online issues can be found at <www.aasa.ac.jp/~dcdycus/LAC.HTM>.

Of course, the best way to receive all of the above is to become a member of the FLL SIG. For more information on joining the FLL SIG, participating as an officer (we can always use a hand!), or for information on contributing to *Literacy Across Cultures* or the *FL Literacy SIG Bulletin*, please contact David Dycus by email <dcdycus@japan-net.net.jp> or by mail at Aichi Shukutoku University, 9 Katahira, Nagakute-cho, Nagakute, Aichi-gun, 480-1197.

We hope you enjoy the article by Fatimah Hashim, which was featured in the March 1999 issue *Literacy Across Cultures* (Volume 3, Number 1).

Enabling a Reader Through Picture Books: A Case Study

Fatimah Hashim, University of Malaya, Kuala Lumpur, Malaysia

Many teachers are often at a loss of what to do with their low-proficiency EFL learners. These learners are seen to be lowly motivated as they normally have an assumption of inferiority: "I find English difficult," "I don't like the subject," "I am not good." There is value in training them to read in order to improve their proficiency and hence their motivation towards learning the language.

This paper discusses the merits of using picture books together with the explicit teaching of reading strategies in an interactive environment to train beginning readers. Results of a small study on the use of picture books to train a thirteen year old to read in English suggest that the learner made progress in her reading because interaction was the vehicle for instruction—the text series and the teacher brought together a critical set of events to support and provide scaffolding for the interactions the learner had with the texts.

Using Picture Books With Adolescent Readers

Picture books have long been considered to be of use only for young, beginning readers, both in first- and second-language reading. There is a dearth of research on their potential for facilitating reading for older learners learning English as a second or foreign language. However, one persistent proponent of the use of picture books for second-language learners, Smallwood (1987, 1992), has shown that literature exists that is appropriate for low-proficiency English learners who are older than the average age the picture books are written for. In fact, she found this literature to be appropriate for adult EFL learners as well. She outlines the characteristics of picture books:

- The themes, topics or storylines of the books are appropriate to the age of the learners. The main characters are similar in age or older than the learners.
- The sentence patterns are simple and mostly controlled. These are often repeated.
- There is limited use of unfamiliar language and experiences.
- Rhyming is included as it aids memorisation and is generally useful in language learning.
- The plot is simple and straightforward, in chronological order. Descriptions of characters are simple and clear. The stories are often action packed.
- The use of dialogue is realistic.
- The books are suitable for reading aloud.
- The stories are short and can be completed in 5-10 minute sittings.
- The books are single volumes, ensuring the student's sense of completion.
- The books are well illustrated. Ideally, the reader is able to understand the story just by looking at the pictures. (Smallwood posits that this is important as both the teacher and the students depend on the pictures to explain new vocabulary or experiences.)
- The amount of text on a page is limited, as the page should contain more illustrations than text. As the students increase in language proficiency, there should be more text than pictures.

Smallwood's list describes simple texts for a specific group of learners with specific needs, in particular, low-proficiency EFL learners. Her view reflects the thinking of proponents of teaching low-proficiency learners to learn a second or foreign language through reading. The advocacy of picture books also involves issues raised in EFL's ongoing debate about the merits and demerits of using simplified versus authentic texts. Elley (1984) argues that texts are simple only with respect to the needs of a specific audience, and this view is echoed by Alderson and Urquhart (1984), who assert that texts should be selected in terms of their appropriateness for the audience. Appropriateness involves many factors, including the amount of redundancy in a text (Haynes, 1984) and textual "density" (Berman, 1984), which need to be taken into account when choosing reading materials. These views are further affirmed by Carrell, Devine, and Eskey (1988, p. 272) who conclude: "Reading of real, if simplified, texts should be at the heart of any second language reading program."

In Search of a Model for Teaching Reading

Questions of what materials to use are closely connected to reading models and teaching methods. Models of reading instruction abound, each emphasising particular processes and the instruction that stimulates those processes. One promising model for remedial reading instruction comes from Clay (1979). Clay's theory advocates the use of explicit, systematic teaching of reading skills, especially the elements of decoding, which is in opposition to the position of the whole language approach that places emphasis on the creation of authentic learning environments where any skills instruction that occurs should be in the context of natural reading and done only as needed. Clay's methodology and instructional principles, called Reading Recovery (Clay, 1993), combine elements of learning and teaching of potential value for a strategy-training model in reading for disadvantaged learners.

A close examination of the philosophy behind the Reading Recovery approach reveals that much could be adopted from Clay's theories of how learning can be accelerated. Through her work with at-risk readers, Clay posits that the low-achieving child needs security, self-confidence and acceptance. She argues that in order to facilitate learning for low-achieving children, the reading program must begin with the individual child to provide appropriate experiences for building on her prior knowledge. Drawing on Vygotsky's notion of the "zone of proximal development" (z.p.d.), Clay reasons that the essence of successful teaching is for the teacher to know what each child's potential is for a particular task and to work with the child to reach her highest potential.

The notion of the teacher's role implicit in her view is that, in working alongside the child, the teacher can become a keen observer and develop skills in nurturing appropriate responses which can advance the child's learning. The teacher is also supposed to be fostering strategic control to enable the learner to learn to read by reading, promoting the development of the "Matthew Effect" (Stanovich, 1986), wherein the more a strategic reader reads, the more she improves her reading achievement. The interaction between child and instructor is crucial to its success. Although it may appear that Clay is particularly focused on a theory of early reading and child development in L1, there is a great deal in her methodology that seems useful for the acceleration of learning among low-achieving learners more generally. Whether she intended it or not, Clay has opened an avenue for generating practice-based knowledge about teaching reading.

Based on Clay's theory and pedagogy of accelerating learning for the low-achieving learner, a reading program very similar to Reading Recovery (Clay, 1979) was developed for a thirteen-year-old EFL learner, Azira. Basically, Azira read picture books from the lowest level (a few words on a page) and moved up the levels (8-10 sentences on a page) as she progressed. Here's a brief description of the impact of the program on her.

Azira's Progress in Reading

Azira came from a very poor family and spoke no English at home. She said English was an important but difficult subject. She could remember reading about five English books with little understanding. She admitted that she had made no effort to improve her English on her own because she thought that she was not good in the subject. When asked what she did when she had difficulty understanding an English storybook, she said she just put the book aside.

Although she appeared enthusiastic, Azira was a timid student when she read her first book for the program. She paused often and struggled to read a level one book (four short sentences a page). She reacted very positively to words of praise for good learning practices such as attempts at self-correction. As a result, she seldom made the same mistake twice. She was apprehensive about giving the wrong answers, speaking softly when she was not sure. Even when she gave the correct answer, she would hesitate when asked to repeat. On many occasions she responded to questions by staring at the book and frowning. To the question "Do you think you can be good in English?" she replied, "I don't know. It's hard."

After a few readings which were closely facilitated by the teacher, she began to show signs that she was consciously thinking about her learning, as illustrated by some of her earlier journal entries:

> When I come across a difficult word, I try to sound the words several times to hear it so I can understand what I am reading.
>
> I am not careful when reading. I go too fast and make mistakes. I hope to be more careful by pronouncing the words more clearly.

She had also begun to hypothesise about her reading ability. I observed that Azira would copy down the title and mark it every time she completed reading a book. She gave two reasons for doing that. One was to count the number of books she had read successfully and the other was to note the titles so she could recall the stories. Evidently, being able to read and understand what she read was important to her.

She was also trying very hard to use the prompted strategies to facilitate her reading and reported the use of self questions often. When asked how she practised self questions, she said, "When I come to a difficult word, I stop for a while and if I understand, I move on." Asked which strategy facilitated her comprehension, she said, "I look at the pictures. I try to follow the story."

Asked if she could tell me what she thought brought about the significant improvement in her reading fluency and comprehension, she said, "I understand the story." Her journal entry, however, provided some clues:

> I am trying to improve my English. With short words or words I have come across, I try to always remember the correct pronunciation before sounding out the words. With words that are difficult, I pronounce over and over again until I remember them.

Data from my observation record corroborate the data from her journal. Her journal entries indicate a realisation of her gains through involvement in the project. Towards the end she wrote:

> It [the program] has helped me a lot. I learn how to understand difficult words. Before this I dare not read in English. Now I know a lot of English words.

As acknowledged by her and as indicated by her reading performance, more and more encounters with known words gave her direct access to wider vocabulary of words that required little or no special processing. Her journal entries show a real concern for managing her reading and correcting errors. Constantly repeated in the entries is the sentence, "When I read, I try to be conscious of my errors and correct them."

The Roles of the Text, the Teacher and the Learner

As this case study shows, respite for struggling EFL readers can be found in a reading program using picture books and where the teacher primes interaction with the learner so the learner can interact with the text successfully. The books used in these lessons played an important role. The student could read these short books quickly, gaining confidence that comes with accomplishment. In addition, the language of the text builds on and repeats phrases, thus facilitating the learner's interaction with it. This repetitiveness helps the learner to grasp important points and to provide an adequate synopsis of what is being read. This is important, as it has been shown that not being able to produce a summary is a clear sign that comprehension is not proceeding smoothly (Brown, Palincsar, and Armbruster, 1984). Because there is not much to remember, with guidance the learner can recall significant events in the stories for retelling. There is also less need for the learner to interpret the story since the storylines are simple. This reduces the fear of not being able to understand the content, which might affect learner confidence. The books also present material that is appropriate for the kind of interaction fostered in the program.

In general, the feelings of success and achievement that come with being able to read these texts and understand stories written in English can motivate learners to read more, improving their reading and understanding. When learners can easily grasp and quickly become familiar with the story, they are more likely to find reading a manageable and rewarding challenge (Clay, 1993). The picture books become a form of "Comprehensible input" (Krashen, 1985) for these learners.

The role of the teacher is to guide the student to think about her reaction to the story and, in so doing, assess her comprehension. For example, Azira's attempts at sounding words were mainly guesses, as she had limited oral language to draw on. That is why the presence of the teacher is crucial—the feedback component of the interaction between the teacher and the learner is the essence of the approach adopted in this reading program. Because the aim is to make the student less dependent on the teacher as she gains confidence in her ability, providing immediate feedback on successful attempts is important. But responsibility also lies with the learner. The learner in this study attempted to take responsibility for her own learning by trying to problem-solve her reading, illustrating that learning or reading a book successfully in English with accuracy and understanding was partly up to her. As her diary entries show, she was also capable of reflecting on her learning.

Some Propositions

Basically, how we treat individual learners is what is most important for learning to take place. A non-threatening environment can be created where they are encouraged to succeed in an atmosphere of comradeship and understanding. With this in mind, I would like to advance the following propositions about training low-proficiency or under-achieving learners in the use of strategies to facilitate EFL reading and comprehension.

1) It is possible to gain efficiency in reading when the learner's attitude is positive; the practice of strategies is followed by reflection on the experience; there is comprehensible input from the teacher/trainer; immediate feedback is given on good practices; learners are allowed to use L1 in communication; [and] L1 is used when the teacher explains meanings and concepts [and] when instructions are given.
2) Fluency and accuracy in reading can be achieved without oral proficiency in the language but with the use of carefully selected texts of appropriate difficulty.
3) Clay's instructional method and learning theory is potentially useful for guiding training in foreign language reading.

The study set out to document the effectiveness of using picture books together with the explicit teaching of reading strategies in an interactive environment, as proposed by Clay, in training a low-proficiency EFL reader. The results indicate that Clay's methodology is useful. Her model of reading acquisition defines reading as working continuously on manageable texts with the story as the focal point of attention. Azira's progress in reading and comprehension can be understood based on the principles driving this model of reading instruction.

Fatimah Hashim can be contacted at: Dept of Language Education, Faculty of Education, University of Malaya, 50603 Kuala Lumpur, MALAYSIA; <hfatie@fp.um.edu.my>.

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PAC3 at JALT2001

Don't forget!!

The deadline for presentation submissions is January 15, 2001

<www.jalt.org/jalt2001/submissions>

Special Interest Groups News

edited by gregory hadley

JALT2000 at Shizuoka is past, but now is the time to get involved with one of the Special Interest Groups as they gear up for the upcoming year. For more information, contact any of the SIG coordinators below.

SIG Contacts

edited by gregory hadley

Bilingualism—Peter Gray, t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; website <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/>

Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); <elin@gol.com>; website <www.jaltcall.org/>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; website <www.jalt.org/global/>

Japanese as a Second Language—Stacey Tarvin Isomura; <stacey@gol.com>

Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); <barrym@gol.com>; website <http://www.esl.sakuragaoka.ac.jp/tsh/>

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; website <www.jalt.org/mwsig/>

Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w); <haig@nagoya-wu.ac.jp>; website <www.voicenet.co.jp/~davald/PALEJournals.html>

Teacher Education—Lois Scott-Conley; <lois.scott-conley@sit.edu>; website <www.jalt.org/teach/>

Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; <aleda@gol.com>

Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); <lyoffe@edu.gunma-u.ac.jp>; website <www.jalt.org/test/>

Video—Daniel Walsh; t: 0722-99-5127(h); <walsh@hagoromo.ac.jp>; website <www.jalt.org/video/>

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>; website <www.aasa.ac.jp/~dcdycus/>

Other Language Educators—Rudolf Reinelt; t/f:

089-927-6293(h); <reinelt@ll.ehime-u.ac.jp>

Gender Awareness in Language Education—Cheiron McMahill; t: 0270-65-8511(w); f: 0270-65-9538(w); <cheiron@gpwu.ac.jp>; website < http://www2.gol.com/users/ath/gale/>

Forming SIGs

Pragmatics—Yamashita Sayoko; t/f: 03-5803-5908(w); <yama@cmn.tmd.ac.jp>

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

Cross Culture—David Brooks; t: 042-778-8052(w); f: 042-778-9233; <dbrooks@tkb.att.ne.jp>

Chapter Reports

edited by diane pelyk

Kitakyushu: September—*The Pedagogical Potential of Songs* by Roland Brown. Brown divided his presentation between a detailed motivational, linguistic, and methodological justification for the use of songs in the EFL classroom and actual practical activities. He has found songs to be a great way to personalize the content of his classes and has devised an interview and report pair activity to find out what type of music his students prefer. He then prepares a schedule of volunteers who bring in recordings and lyrics that he then utilizes to prepare customized exercises which exploit the learning potential of student favorites.

The five practical activities were the following: 1) A music and genre quiz for practicing speaking, especially the language of agreement/disagreement and eliciting reasons; 2) A lyric competition which extends beyond mere cloze activities to a sophisticated use of definitions for practicing lexis prediction and listening comprehension; 3) Songs and discussion for practicing fluency; 4) Structure songs for practicing specific grammatical structures such as narrative tenses or conditionals; 5) Singing, for practicing pronunciation, rhythm, and intonation.

Reported by Margaret Orleans

Nagoya: September—*Language and Self-Image* by Kay Hammond. Hammond presented some of the insights she had gained through her research into how women feel about themselves and their bodies. Young people are often taught that "Sticks and stones may break my bones, but words will never hurt me." In reality, people tend to care very much about how others see them. In the case of young women, puberty often involves a loss of confidence and greater concern about self-image.

Hammond then invited participants to divide into small groups and discuss what they had been told about adulthood when they were children. A lively discussion followed, in which many participants related personal anecdotes about themselves or their students. One participant noted, for example, that her female students often shied away from textbook activities that involved describing other class members and referred to everyone, regardless of build, as medium.

The presenter noted that we live in an age where pressure from peers and the media has made people feel that they must cultivate a certain look in order to be considered normal. Women who aspire to look like fashion models may be unaware that a fashion model's figure is far from normal and she may, in fact, be dangerously underweight. Hammond then asked participants to fill in a questionnaire asking whether they had ever been teased about their bodies, how they felt at the time, and whether it still affected them now. Because of the private nature of these questions, participants were told that they would not be asked to share those with others, but to use them purely for personal reflection.

In her research, Hammond interviewed 28 women about their experiences of being teased. She shared a transcript of one of these interviews with us and noted how the woman concerned tried to trivialize criticisms of her appearance but had also experienced a "people watching over me" syndrome as a result of them. The typical tendency is to react to criticism by thinking, "Oh my God, what's wrong with me?" Perhaps a more appropriate reaction might be to reflect, "What's wrong with these people that they have to criticize me in the first place?"

Reported by Bob Jones

Omiya: September—*What's Action Research About?* by Neil Cowie and Ethel Ogane. The presentation began with the question, "Why are you here?" This raised some interesting questions about what action research actually entails and how busy teachers can easily find the time to carry out research.

Ogane summarized the history of action research (AR) and outlined some of the different approaches that have been used. AR has viewed teachers as learners doing research to resolve problematic issues within their environments, as researchers trying to find ways to improve the teaching and learning environments, and as social reformers working within the network of their environments to bring about change.

AR embraces many different approaches to doing research and is consequently difficult to define, but several ideas were presented. AR seems to involve research that is done in the classroom or teaching environment and is often carried out by practicing teachers in the hope that the research will have an impact on their environment. There are challenges, but also a variety of benefits, when doing this kind of research. Some of the challenges include maintaining motivation especially if a teacher is working alone, collaboration with colleagues who are perhaps not interested in research, clarifying useful questions, finding enough time, and starting a new method in the classroom. However, AR encourages the researcher to do more reading and to look for professional collaboration. This is likely to lead to self-improvement and increased confidence. The research is carried out by those best placed to solve problems and improve practices to enhance our understanding of the teaching and learning process.

Cowie asked the audience to work in groups to create their own models of the research process. The groups then worked to relate a selection of teaching activities to the various stages within the process. The audience was then asked to circulate around the groups and discuss and share their ideas.

The second half of the presentation focused on generating ideas and questions which might lead the audience to carry out their own research. Working in small groups with people who had similar interests, the audience used several questions from the handout (e.g. What is happening in my classroom that I am concerned about?) to discuss issues which are directly connected with their present situation and which could be researched practically. At the end of the discussion, the groups reported their ideas and progress to the audience. It seems as though several ideas for research were generated and some tentative plans for carrying out AR in the future were made.

Reported by Yvonne Annable

Toyohashi: September—*Expanding and Exploring Language Using Rhythm and Rap Music* by Prisca Molotsi. Because music can get the listeners to reach into the more guarded areas of their psyches, it can be a powerful tool in the classroom if used well. The presenter explained and then had the participants experience a number of activities involving the use of music that she utilizes in oral communication and writing classes at the university level. An especially engaging "ice breaker" has all students record a piece of their favorite music at home on a cassette tape. A particular piece is then chosen for listening and the whole class shares their impressions about the music and what it says about the person who chose it. After the opinions are offered, the person who chose the music reveals their identity and then comments on the accuracy of the personality analysis made by classmates. In another activity, students are encouraged to write about the images they perceive after hearing numerous samples of music. A vocabulary associated with emotions and a wide range of adjectives are generated from this activity and can be used in a creative writing exercise. One can focus attention on the elements of rhyme by writing lyrics for a blues song after listening to several examples and understanding the structure. Student interest in the popular music of rap/hip hop can be harnessed in such an activity.

The presenter's own artistic expertise and love of music were quite contagious and again reinforced the importance of the instructor's own enthusiasm for the materials taught.

Reported by Laura Kusaka

Chapter Meeting Special

The JALT Hokkaido 17th Annual Language Conference

The *JALT Hokkaido 17th Annual Language Conference* was held on June 10-11, 2000. The conference was quite successful. About 150 different teachers attended, and counting people who went both days, there were over 180 people. Everything went smoothly. There were a variety of topics presented, and the atmosphere was very relaxed and friendly. There were 36 presentations over the two days that ranged from teaching children to using technology in the classroom. There were 4 presentations related to teaching English to children, two presentations on making your own text books and other materials, two on using technology, and a variety of presentations that were applicable for teaching junior high through university students. Eighteen of the thirty-six presentations were from educators who live outside of Hokkaido.

Eight publishers were present with display booths and representatives to answer participants' questions. They were:

Pearson Education Japan
The English Resource
Thomson Learning
David English House
Cambridge University Press
Oxford University Press
Intercom Press
EFL Press

Not only was the conference a success in terms of attendees' satisfaction, but it was also successful financially. JALT Hokkaido's membership-tier system includes the regular national membership and the innovative local membership. The local membership is for those who really enjoy the monthly presentations and annual language conference, but do not want to receive *The Language Teacher* and other publications (Ed. note: That's too bad!!). This system is a way to help chapters survive during these challenging times.

Over the two-day conference, 14 teachers renewed their local membership and 27 new teachers signed up in this category. This resulted in ¥108,000 of local membership revenue. This is money that the chapter can keep at the chapter level to fund endeavors such as offering quality programs, very low cost teacher training, and a chance for members to share their ideas and research at monthly meetings and at the language conference. Fifteen teachers renewed at the national level and four signed up as new national members. The chapter also collected publisher's revenue of about ¥300,000, including ads taken out for the conference program by publishers who did not come.

The CALL *Recipe for Wired Teachers* book, which was hot off the press, was a big success, selling 27 copies. The chapter still has 73 copies left and continued to sell them at the *JALT Hokkaido Global Issues Workshop* on September 24, which was co-sponsored with the *Global Issues in Language Education (GILE) SIG*, and at monthly meetings. JALT Hokkaido Chapter sold them for ¥1,500 to non-CALL members and ¥1,000 to CALL members. This resulted in a profit to the chapter of ¥14,000. Total net profit for the chapter was ¥306,000. This helps to buffer the pain of the chapter grant cut from ¥381,000 last fiscal year to ¥210,000 this fiscal year. The chapter plans to publish a *JALT Hokkaido Proceedings*, which would be the fourth year in a row and qualify it to get an ISBN number.

Alan M. Cogen
JALT Hokkaido President
<cogen@di.htokai.ac.jp>

The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication. For further details, please contact the Editor.

Chapter Meetings

edited by tom merner

Fukuoka—*Navigating the Waters of Real Life English* by Christopher Chase. Traditional EFL education leaves most students ill prepared for real life English outside their classrooms. In the "real world," language flows as a living part of human communication and cultural forms of expression (e.g., in movies, music, literature, poetry, the internet and television). This workshop will explore how we can help our students to successfully navigate authentic language situations and culture. *Sunday December 10, 14:00-17:00; Aso Foreign Language & Travel College (map on website); one-day members 1000 yen.*

Gifu—*Do I Really Need a Course Book?* by Alun Davies. An interactive workshop on making and using visual materials, worksheets, and work cards for conversation/discussion classes. Participants will design and make a selection of visuals, worksheets and work cards (using Word 2000) and old-fashioned cut & paste! Please bring colored pens or pencils and glue sticks. *Sunday December 3, 14:00-17:00; Dream Theater, Gifu City; one-day members 1000 yen.*

Hiroshima—*Bonenkai*. Come one and all to the Hiroshima JALT *bonenkai* (year-end party) to mingle and chat and celebrate the end of another great year. Keep an eye on <http://www.gethiroshima.com/Events> for Hiroshima JALT meetings and events. *Saturday December 9; Place and time to be announced.*

Hokkaido—*2000 Bonenkai*. JALT Hokkaido will provide the turkeys, stuffing and gravy, and beverages. Each person is asked to bring a dish to share with others. Salads and vegetables are always desirable. Further details will be posted on our homepage. There will be live music with special guest stars David Hyre and Robert McGuire bringing us the blues. *Sunday December 10, 12:00-?; Hokkaido International School (5-minute walk from Sumikawa Station). JALT members free, one-day members 1000 yen.*

Ibaraki—*Using Digital Cameras in the Classroom* by Neil Parry. Digital cameras can do a lot more than just take pictures; they can be used in a variety of ways to enliven and enhance your classes, and also be a valuable classroom management aid. The presenter will demonstrate how useful they can be and discuss various tricks and techniques. The presentation will be followed by a chapter planning meeting and *bonenkai*. *Sunday December 17, 13:30-17:00; Tsuchiura Ulara Bldg—Kennan-Shougai-Gakushuu Center (across from Tsuchiura Station); one-day members 500 yen.*

Kagoshima—*AGM followed by a* bonenkai. Open to all members. *Saturday December 9, 14:00-16:00; Iris Kyuden Plaza 2nd Floor.*

Kanazawa—***JALT Kanazawa Annual Christmas Party***. Date and venue to be announced. For info: visit our website: <http://www.jaist.ac.jp/~mark/jalt.html>. Members who have not been receiving JALT program info via email please contact Bill Holden at <holden@nsknet.or.jp>.

Kitakyushu—***My Share: My Favorite Teacher Resource*** by Paul Collet, Takashi Inomori et. al. Several speakers will give short talks on how and where they find practical lesson materials. Talks will be relevant to teachers of students of all levels and in all class sizes. *Saturday, December 9, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—***Annual Potpourri Meeting and Bonenkai***. 1) *Conversation Elsewhere* by M. Dwyer, J. Louise, J. Brooks and J. Caragata; 2) *Improving Public Speaking Ability Using Video Cameras* by T. Torbert; 3) *Activating Writing through Timely Topics* by N. Nagaki and J. Plant; and 4) *Pragmalinguistic Differences in Responses to Indirect Complaints: Comparing Japanese and Australian Parents and Children* by H. Horiuchi. Our annual business meeting and *bonenkai* (year-end party) will follow these four presentations. *Sunday December 10, 13:30-16:30; Kobe YMCA 4F LETS.*

Matsuyama—***Empowering Students Via Ethnographic Study Abroad*** by Linda Kadota. Introduces a one-week cross-cultural experience program for first-year students and describes the curriculum designed for the pre-departure orientation sessions, the week abroad, and the post-return presentations. The comprehensive pre-departure orientation prepares the students for their week overseas and supports them while they conduct ethnographic research in English for the first time. After the short presentation we will have a Year-End Pot Luck party and will hold elections of new officers. *Sunday December 10, 14:00-16:30; Shinonome High School Kinenkan 4F; one-day members 1000 yen; local members 4000 yen per year.*

Miyazaki—***Learner Centered Academic Writing*** by Giles Parker, Nagasaki University. This presentation will introduce learner-centered academic writing activities. We will also look at ways of evaluating writing. In this way we will see that academic writing skills can be enhanced and transferred to reading and speaking skills. The Annual Miyazaki JALT Meeting will precede the presentation. *Saturday December 2, 14:00-17:00; Miyazaki Municipal Univ.*

Nagasaki—***My Share***. If you have any favorite material, method, activity, or worksheet for any learning skill or type of language, don't hesitate to bring it, share it, demonstrate it, and explain it. You have about 10 minutes to display your idea. Any theme is welcome, but we are especially interested in anything connected to seasonal activities, or ideas for first day of classes in the spring. Please note that we will also be holding elections for 2001 local chapter officers. *Saturday December 9, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen.*

Nagoya—***My Share***. Come to an open-microphone end-of-the-year JALT where anyone in the audience can share their lesson idea, a TESL research topic, or a report of their favorite presentation from the yearly conference. Afterwards we will gather at a local restaurant for a *bonenkai* (year-end party). *Sunday December 10, 13:30-16:00; Nagoya International Center 3rd fl. room 1; one-day members 1000 yen.*

Nara—***Promoting Learner Autonomy: Risks and Rewards*** by Terry Vanderveen. This will be the final chapter meeting this year, and following the above presentation we will have a chapter meeting and a Potluck Party. Everyone is welcome. Members and guests are asked to bring a food dish and a drink of your choice. Please come and share your thoughts and hopes about YOUR Nara Chapter as well as to enjoy some holiday happiness with us all. *Sunday December 17, 14:00-17:00; Tezukayama University (Kintetsu Gakuenmae Campus).*

Niigata—***Panel Discussion on Half-Japanese Children and Bullying*** by Frank E. Daulton & Akinori Seki, Niigata Women's College. Throughout the world, students seen as different or weak are bullied. However certain Japanese "cultural factors" exaggerate the severity of bullying. Moreover, children of one Japanese and one non-Japanese parent, often referred to as "half" children, are among the most likely and vulnerable targets. This panel discussion will include various viewpoints, including those of academics, families, and youths. *Sunday December 10, 13:00-15:30; Niigata Women's College, Niigata-city; one-day members 1000 yen.*

Okayama—How can Okayama JALT serve your needs? There will be a revue of the past year and a discussion on what the chapter can do for its members in 2001. All suggestions are welcome. Subsequently, elections for all officer positions will be held. The merriment will continue at the JALT *bonenkai* (year-end party) held at a local eatery. Come eat, drink, and be merry! *Saturday December 9, 15:00-17:00 (Bonenkai to follow from around 18:00); Ai Plaza.*

Omiya—***My Share Part 4*** by Ian Willey, Michael Stout, Okada Chikahiko, Paul Lyddon, Do, Adrian Clarke, Larry the Bear, and others . Join us for the latest installment of practical, new ideas you can use right away in your classes. Bring an idea you can share in 15 minutes, too. Then come to our annual meeting to discuss 2001 in Omiya. Stick around for our second annual wine and cheese party. *Sunday December 10, 14:00-17:00; Omiya Jack (near west exit of JR Omiya station).*

Osaka—*Paraphrasing: What's New? What's Old? What Works?* by William J. Teweles, Kwansei Gakuin University. This talk will focus on ways to incorporate paraphrasing into a composition class. Paraphrasing is a well-structured way to help students with vocabulary development, sentence structure, and summary writing in general. Using practice activities from standard textbooks and human interest-type articles from newspapers, the speaker will feature a few preferred intermediate-level paraphrase activities. The presentation is to be followed by elections of chapter officers for 2001 and a *bonenkai* (at participants' expense) nearby. *Sunday December 3, 14:00-16:30, Abeno YMCA; one-day members 1000 yen.*

Sendai—*Video for Independent Learning* by Keith Adams. The speaker will present a framework for students to use with authentic video materials in independent study. Key principles concerning selection of programs and self-study techniques will be discussed and demonstrated. Keith's presentation will be followed by our annual end-of-year meeting and dinner, which everyone is welcome to attend. *Date to be announced; Seinen Bunka Center, 1st floor (across from Asahigaoka subway station).*

West Tokyo—*It's In Your Hands: Career Development Workshop*. Finding and getting the right job, networking, polishing your confidence and self-esteem, expanding your credentials, presenting, writing, and getting publishing will be the topics explored in focus groups led by experienced West Tokyo members. Our annual general meeting and elections of officers for 2001 will be held after the session. Enhance your career and credentials through professional growth as a leader in JALT. *Sunday December 10, 13:30-16:00; Machida Shimin Hall, 7 min. from the West exit of Odakyu Machida Station; one-day members 1000 yen.*

Yamagata—*Liverpool, England, in terms of English and Englishmen* by Anthony Cunningham, Yamagata Prefectural Board of Education. The presenter will speak on the above-mentioned topic in terms of every possible aspect of Liverpool, England, ranging from its history, culture, music, and education to English, hopefully focusing on the possibility of a description of communicative English which is expected of Japanese learners of English. *Sunday December 10, 13:30-16:00; Yamagata Kajo-Kominkan Sogogakushu Center (t: 0236-45-6163); one-day members 1000 yen.*

Yokohama—*The Textbook Screening System in Japan and the Teaching Materials in English Textbooks* by Masanori Ogushi, Senior Textbook Specialist, Ministry of Education. The presenter will describe in detail the current textbook system in Japan, and then, defining the Monbusho-authorized textbook as the standardized course book for instruction guided by the Course of Study, discuss how to use the textbook effectively. *Sunday December 10, 14:00-16:30; Gino Bunka Kaikan, 6F, Rm. 6030; one-day members 1000 yen.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

Akita—Suzuki Takeshi; t: 0184-22-1562; <takeshis@mail.edinet.ne.jp>

Chiba—Yukiko Watanabe; <joebella@pk.highway.ne.jp>

Fukui—Watanabe Takako; t/f: 0776-34-8334; <watanabe@ma.interbroad.or.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

Gifu (Affiliate Chapter)—Paul Doyon; t: 058-329-1328, f: 058-326-2607; <doyon@alice.asahi-u.ac.jp>

Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>

Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>

Hiroshima—Joy Jarman-Walsh; t: 082-878-9931; <jjarman@pent.yasuda-u.ac.jp>; website <http://litcal.yasuda-u.ac.jp/student/jalthiroshima.html>

Hokkaido—Dave Hyre; t: 011-387-7344; <davdhyre@gol.com>; website <www2.crosswinds.net/~hyrejalthokkaido/JALTPage/>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; website <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t/f: 019-647-7185; <bigred510@hotmail.com>

Kagawa—David Juteau; t:0883-53-8844; <david-juteau@mailcity.com>

Kagoshima—Nick Walters; t: 0996-21-2062; <walterskaori@hotmail.com>; Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6140(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>

Kobe—Brent Jones; t/f: 0797-31-2068; <bjones@gol.com>
Kumamoto—Andrew Shaffer; t: 096-339-1952; <andmirs@try-net.or.jp>; website <www.kyushu.com/jalt/kumamoto.html>
Matsuyama—Linda Kadota; t: 089-931-6211; f: 089-934-9055; <lindak@shinonome.ac.jp>
Miyazaki—Sylvan Payne; t: 0985-85-5931; f: 0985-84-3396; <spayne@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/klane/html_JALT/mzkj/mzkjpub.html>
Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <nob-shiina@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>
Nagoya—Claire Gelder; t: 052-781-0165; f: 052-781-4334; <claire_gelder@yahoo.com>
Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Robin Nagano; t/f: 0258-47-9810; <robin@vos.nagaokaut.ac.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Aleda Krause; t: 048-776-0392; <aleda@gol.com>; website <www2.gol.com/users/ljc/omiya.html>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <BXU01356@niftyserve.or.jp>; website <www.geocities.com/jaltsendai>
Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@gol.com>; website <www.geocities.com/Athens/Aegean/1952/>
Shinshu—Mary Aruga; t: 0266-27-3894; <mmaruga@aol.com>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, December 15th is the deadline for a March conference in Japan or an April conference overseas, especially when the conference is early in the month.

Upcoming Conferences

January 11-13, 2001—***The Fifth HIL Phonology Conference (HILP 5): Conflicts in Phonology*** will be held at the University of Potsdam, Germany. Since the emergence of constraint-based approaches to phonology, conflicts between different aspects of phonology and also between phonology and other domains of grammar, like syntax, morphology and semantics, have been an important research area. Of the three workshops, the one on language acquisition (emphasis on the areas of learnability, acquisition and typology, and acquisition of stored representations) looks especially relevant to *Language Teacher* readers. For more information, see the website at <www.ling.uni-potsdam.de/aktuelles/hilp5_aktuell.html>, contact Caroline Fery at <hilp5@kronos.ling.uni-potsdam.de> or write to: HILP 5 Committee, Institute for Linguistics, University of Potsdam, Postfach 501553, 14415 Potsdam, Germany; t: 049-331-977-2950; f: 049-331-977-2761.

Reminders—Calls For Papers

December 15, 2000—***The JSAA (Japanese Studies Association of Australia) 2001 Biennial Conference***, co-hosted by the University of New South Wales (UNSW) and the University of Sydney, aims to advance knowledge and understanding of Japan, the Japanese people and the Japanese language. The concerns of primary and secondary school personnel in particular will be addressed on the last day. The website at <www.arts.unsw.edu.au/languages> may be yielding information. Otherwise, for submission details, contact <l.walton@unsw.edu.au> and for other information: JSAA Conference; Dept. of Japanese & Korean, The University of NSW, UNSW, 2052, NSW, Australia; t: 61 2 9385 3760; f: 61 2 9385 3731; <japankorea@unsw.edu.au>.

Reminders—Conferences

December 11-15, 2000—***International Conference on Stress and Rhythm*** at CIEFL (Central Institute of English and Foreign Languages) in Hyderabad, India. Among many invited speakers will be Paul Kiparsky (keynote), Fijimura Osamu, Suzanne Urbanczyk, Rene Kager, Diana Archangeli, and Sharon Inkelas. For more information, see <www.cieflconf.homepage.com> or contact K.G.Vijayakrishnan (<vijay@ciefl.ernet.in>); Department of Linguistics, CIEFL, Hyderabad 500007, India.

December 12-14, 2000—*WAVEip: Workshop on the Analysis of Varieties of English intonation and prosody*, to be held at Victoria University of Wellington, New Zealand, aims to bring together researchers from around the world who will consider the intonation and prosody of standard and emerging varieties of English as well as related geographic and sociolinguistic variation in a workshop approach featuring a mix of discussion papers and hands-on analysis of speech materials. For details, including registration, go to <www.vuw.ac.nz/lals/WAVEip> or email Paul Warren at <Paul.Warren@vuw.ac.nz> or write him at the School of Linguistics and Applied Language Studies, Victoria University of Wellington, PO Box 600, Wellington, New Zealand; t: 64-4-463-5631; f: 64-4-463-5604.

December 14-16, 2000—*International Language in Education Conference (ILEC) 2000: Innovation and Language Education*, at The University of Hong Kong, Hong Kong SAR, China. The aim of ILEC is to help researchers, curriculum developers, teachers, teacher educators, etc., to bridge theory and practice at all levels of education. A featured sub-theme in ILEC 2000's papers, workshops, colloquia, and poster sessions will be Information Technology in Language Education. See the ILEC website at <www.hku.hk/ilec2000>. Other contact formats: Secretariat ILEC 2000; c/o The Faculty of Education, The University of Hong Kong, Pokfulam, Hong Kong; t: 852-2859-2781; f: 852-2547-1924; email <ilec2000@hkucc.hku.hk>.

January 23-26, 2001—*Seventh International Symposium on Social Communication*, to be held in Santiago de Cuba, Cuba, by the Center of Applied Linguistics of the Santiago de Cuba's branch of the Ministry of Science, Technology and the Environment. This interdisciplinary event will focus on social communication processes from the points of view of Applied Linguistics, Computational Linguistics, Medicine, Voice Processing, Mass Media, and Ethnology and Folklore. Seminars, papers, workshops, and posters in applied linguistics address foreign language teaching, phonetics and phonology, sociolinguistics, psycholinguistics, textual linguists and pragmalinguistics, and translations. See <parlevink.cs.utwente.nl/Cuba/english.html> for complete information. Contact: Eloina Miyares Bermudez, Secretaria Ejecutiva, Comite Organizador, VII Simposio Internacional de Comunicacion, Social Centro de Linguistica Aplicada, Apartado Postal 4067, Vista Alegre, Santiago de Cuba 4, Cuba 90400; t: 53-226-42760 or 53-226-41081; f: 53-22-6 41579; <leonel@lingapli.ciges.inf.cu>.

Job Information Center

edited by bettina begole

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center. Please send emails to <tlt_jic@jalt.org> and faxes to 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Ehime-ken—The Economics Faculty of Matsuyama University is looking for a full-time EFL instructor to begin April 1, 2001. **Qualifications:** native-speaker competency with an MA in TEFL/TESL/TESOL; knowledge of Japan and/or experience in teaching Japanese students would be helpful. **Duties:** teach six 90-minute classes a week, including large classes of around 60 students. **Salary & Benefits:** two-year, nonrenewable contract includes salary of roughly 4,300,000 yen/year; airfare to and from Matsuyama; partial payment of health insurance; research funds. **Application Materials:** resume, transcripts, copy of diploma, list of academic achievements, references, and an essay on English language education; application materials will not be returned. **Deadline:** January 10, 2001. **Contact:** Dean of the Economics Faculty; Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578; no email or telephone inquiries.

Hiroshima-ken—The Kure YWCA is seeking a full-time English instructor for children and adults. **Qualifications:** university degree. **Duties:** planning, preparation, and teaching; 22 classroom hours/week. **Salary & Benefits:** 260,000 yen/month. **Application Materials:** resume, two letters of recommendation. **Deadline:** January 10, 2001. **Contact:** Ms. Tomoko Yamasaki; Kure YWCA, 3-1 Saiwaicho, Kure, Hiroshima 737-0028; t/f: 0823-21-2424.

Hiroshima-ken—K&F Academy in Takehara-shi is seeking a full-time English instructor interested in an immersion experience in traditional Japan to begin January, 2001. **Qualifications:** BA and ESL teaching experience, strong interest in Japanese culture and language required; ESL training, experience working with Japanese children preferred. Applicant must be willing to make a firm commitment of at least eighteen months, although preference will be given to those candidates who are potentially available for a longer commitment. **Duties:** teach small classes for a range of ages; organize frequent extracurricular activities for school and community participants. The work schedule is five days a week, with up to 25 teaching hours. Organizing and participating in extracurricular activities is also an important aspect of this position. **Salary & Benefits:** Initial 18 months' remuneration is 4,500,000 yen paid as a monthly salary, plus a completion bonus of 80,000 yen. K&F English Academy maintains an incentive system which often increases the regular monthly salary. Other benefits include a furnished apartment at 45,000 yen/month, one-week spring vacation and about two weeks vacation during Christmas; all national holidays; visa sponsorship. **Application Materials:** Send the following materials in the body of an email message (not as an attachment): (1) letter of introduction which clearly addresses the above minimum requirements and also responds thoughtfully to these two questions: "Based on what you know so far, why does this opportunity at K&F English Academy sound like the right opportunity for you at this time in your life?" and "What special skills or interests could you bring to K&F English Academy?"; (2) resume, including email and/or fax information; (3) email addresses of two professional references (references able to address teaching experience are preferred). Also send a recent, full-length photo in JPEG or Windows Bitmap format. **Contact:** all materials to be sent electronically to <esl@kf-ac.com>. **Additional information:** <www.kf-ac.com>.

Tokyo—The School of Literature, Waseda University, is seeking candidates for a full-time, tenured faculty position to begin April 2002. **Qualifications:** PhD level in EFL, applied linguistics, or similar area of study; solid and ongoing high-quality research and publication; teaching and research interests in one or more of the following areas: CALL, language testing and evaluation, curriculum development. Conversational ability in Japanese would be an advantage. **Duties:** perform departmental and university teaching and other duties in line with appointed, tenured position. **Salary & Benefits:** competitive salary and other allowances. **Application Materials:** CV/resume, cover letter, names and addresses of three referees who will provide recommendations. **Deadline:** February 15, 2001. **Contact:** EFL Position, Department of English, School of Literature, Waseda University, 1-24-1 Toyama, Shinjuku-ku, Tokyo 162-8644;<eflpost@list.waseda.ac.jp>. **Other information:** Please note that notification will be made only to those candidates whose recommendations are taken up. It is expected that the first stage of selection will be completed by the end of April 2001.

Tokyo—Sakuragaoka Girls' Junior and Senior High School is looking for a full-time English instructor to begin April 1, 2001. **Qualifications:** native-English competency; computer literacy; Japanese speaking and reading ability; MA in TESOL or RSA diploma. Ability to effectively apply current TESOL theory in teaching greatly preferred. **Duties:** work Monday-Friday, 9:00-5:00, 14-18 classroom hours per week. Classes include oral communication lessons and themed after-school lessons. Participate in two 5-day English camps and occasional recruiting activities (paid in addition to regular salary). **Salary & Benefits:** Salary begins at 340,000 yen/month; paid and regular school holidays (approximately 10 weeks/year); visa sponsorship. **Contact:** <jobs@esl.sakuragaoka.ac.jp>; f: 03-3949-0677. **Other information:** Applicants must be able to attend interview in person. Interviews in November or early December. No phone calls, please. <http://www.sakuragaoka.ac.jp>. Sakuragaoka Girls' Junior and Senior High School is a private girls' school in north Tokyo. There are eight native English-speaking teachers and approximately four students for every computer in the school. Sakuragaoka has a high-speed internal LAN and a direct T1 connection to the Internet. Each full-time ESL teacher has exclusive use of an Apple Macintosh PowerBook G3 computer.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org> and view them online on JALT's homepage (address below).

Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL, and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information

Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>

9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

差別に関する
The Language Teacher Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positionsコラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、下記の用紙に必要事項をご記入の上、掲載希望月の2か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも：Bettina Begole、fax: 0857-87-0858。

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, International law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

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IFC = inside front cover
IBC = inside back cover
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Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.

Calls for Papers (in order of deadlines)

JSAA 2001: *Biennial Conference*—The Japanese Studies Association of Australia 2001 Biennial Conference will be held from June 27-30 in Sydney—the largest city in the Oceania region and the gateway to Australia, by the University of New South Wales and the University of Sydney. The conference aims to advance the knowledge and understanding of Japan, the Japanese people, and the Japanese language, and at the same time strengthen the relationship between Australia and Japan. Authors are invited to submit original unpublished work in all areas of Japanese Studies. Papers may be presented in either English or Japanese, and an abstract of 500-700 English words or 1000-1500 Japanese characters is to be submitted by **December 15, 2000.** For more information contact: JSAA Conference Committee; The Dept. of Japanese & Korean Studies, The University of New South Wales, UNSW, Kensington, 2052, Australia; t: 61-2-9385-3760; <japankorea@unsw.edu.au>.

CUE 2001: *The Second Annual CUE Conference*—The CUE 2001 conference will be held on May 12-13, 2001 at Miho Kenshukan of Tokai University in Shimizu City, Shizuoka. The conference theme is "Autonomy: a two-day exploration into how learner and teacher autonomy is developing and how we can help it to develop." Examples of questions to be explored are: Is autonomy a natural development of human thinking, a human right, a culturally loaded question, an overblown ideology? What techniques, methods, materials, and ideas can we use to enable ourselves and our students to develop their own sense of autonomy? One-hour papers, demonstrations, workshops, and roundtable discussions from both theoretical and practical perspectives are sought as well as proposals for a limited number of two-hour sessions. The deadline for proposals is **January 25, 2001**. Information: <www.wilde.org/cue/conferences/autonomy.html> or <http://www.wild-e.org/cue/conferences/content.html>. Contact: Alan Mackenzie <asm@typhoon.co.jp> or Eamon

McCafferty <eamon@gol.com>. Those wishing to submit a proposal specifically aimed at Japanese teachers of English, please refer inquiries in Japanese or English to Masahiko Goshi <goshi@scc.u-tokai.ac.jp>.

TLT Japan's Meritocratic Education Special Issue—A special issue of *The Language Teacher* is scheduled for publication in November 2001. This special issue will analyse whether Japan's education system, being historically based on merit (i.e., that entrance into universities has traditionally been decided exclusively by students' entrance examination scores), is in need of qualitative reform. The editor encourages papers which examine this method of selection and other issues of social responsibility stemming from it (e.g., ranking schools, *juku, ijime*), thereby providing useful insight into the education system teachers are working in, which might in turn promote more socially aware classrooms. Submissions, in either English or Japanese (if possible, please include an abstract in English), of feature, opinion and perspective articles investigating these or related issues are especially invited. Please submit your manuscripts by **February 1, 2001**. Send submissions and enquiries to: Kent Hill; 202 Hikone-so, 3461-1 Tokiwa-cho, Machida City, Tokyo 194-0213; t/f: 042-798-1599; <kentokun@twics.com>.

Papers and New Members: *JALA*—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May of 2001). JALA is a professional association for the study of the interrelationship of people, language, and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. Information: <www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html> (Japanese) or <kyushu.com/jala> (English).

PacSLRF 2001—The Pacific Second Language Research Forum conference will be held from October 4-7, 2001 at the University of Hawai'i at Manoa, Honolulu, Hawai'i, USA. This conference will focus on research in second language acquisition, particularly in Asian and Pacific languages. Invited plenary speakers will include Kevin Gregg (St. Andrew's University in Osaka, Japan), William O'Grady (University of Hawai'i at Manoa), Jeff Siegel (University of New England in New South Wales, Australia), Noeau Warner (University of Hawai'i at Manoa), Karen Watson-Gegeo (University of California, Davis), and Lydia White (McGill University in Montreal, Canada). Proposals for papers, posters, and colloquia regarding any aspect of research in second language acquisition, particularly in Asian and Pacific languages, are invited. For submission guidelines or further information, please visit our website at <www.LLL.hawaii.edu/pacslrf>.The submission deadline is **April 2, 2001**. Contact: PacSLRF 2001, c/o National Foreign Language Resource Center, University of Hawai'i at Manoa, 1859 East-West Road #106, Honolulu, HI 96822 USA; t:001-808-956-9424; f: 1-808-956-5983; <pacslrf@hawaii.edu>.

Other Announcements

TESOL Online Career Center—Debuting in the fall of 2000 and featuring job listings from around the globe, career resources, and much more, it will be *the* career site devoted to TESOL professionals. We are very excited about this project and the opportunity to better serve our members. Stay posted at <www.tesol.edu>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

PAC3 at JALT2001

Don't forget!!

The deadline for presentation submissions is January 15, 2001

<www.jalt.org/jalt2001/submissions>

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、白黒を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA)のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に添いかねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

有名人へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

*The Language Teacher*に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaisonにご相談ください。また、重複を避け、*The Language Teacher*に掲載するにふさわしい本であるかどうかを確認するため、事前にBook Review編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認のSpecial Interest Groupで、毎月のお知らせを掲載したい方は、SIGS編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にSIGS編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に(a)支部会名、(b)発表の題名、(c)発表者名を明記し、(d)発表がいつ行われたかが分かる表現を含めてください。また、(e)文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Reports編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher*及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日にBulletin Board編集者必着です。その後、Conference Calendar欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions編集者にAnnouncement Formを請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJob Information Center/Positions編集者必着です。*The Language Teacher*及びJALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載がJALT Executive Boardの方針です。

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Staff List

JALT Publications Board Chair — *Gene van Troyer*
t/f: 0582-79-4050; pubchair@jalt.org

Editor — *Malcolm Swanson*
c/o Kyushu Junior College of Kinki University, 1-5-30 Komoda-higashi, Iizuka 820-8513; t: 0948-22-5727 ext 57; f: 0948-24-8591; tlt_ed@jalt.org

Associate Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804
t: 093-883-5022, f: 093-884-3400 (w); tlt_sub@jalt.org

Japanese-Language Editor — *衣川隆生 (Kinugawa Takao)*
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — *小野正樹 (Ono Masaki)* t/f: 0298-53-7372 (w); tlt_edj2@jalt.org

Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_ed2@jalt.org

***TLT* Online Editor** — *Bob Gettings*
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和文要旨作成協力者 — 阿部恵美佳
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JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; jalt@gol.com

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups, SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

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SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年2回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に39の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育(準分野別研究部会)、外国語リテラシー(準分野別研究部会)、ジェンダーと語学教育(準分野別研究部会)。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

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